

In eligibility case:

Support swells for instructor

Several departments on the Missouri Southern campus have been circulating a resolution to support Marion (Bud) Sloan, the instructor who dropped senior defensive tackle Tom Fisher from his physical science course Sept. 16 for non-attendance.

Dr. James Volsky, associate professor of psychology, wrote a resolution that said in part: "We reject the notion that Marion Sloan was part of a 'small segment' of the faculty that conspired to embarrass the football team or the administration."

The entire psychology department signed the resolution, which was sent to college president Dr. Donald Darnton.

The education department wrote a longer resolution which said that they supported the action of Sloan and condemned "the covert and overt harassment" of the faculty member in question. The resolution was signed by all members of the department and was forwarded to Darnton.

Elmer Rogers, head librarian, sent the following letter to Darnton: "The Learning Resources Center faculty, in our staff meeting of November 11, voted to support Mr. Marion Sloan in his efforts to follow college procedures. We further condemn any attempts to harass Mr. Sloan and members of his family as a result of his actions."

Sloan was sent a copy of all three resolutions. He has been asked by Dr. Robert Markman, president of the Faculty Senate, to speak at the Nov. 7 meeting. Markman said that he will also ask the other principals in the case to appear at the meeting.

"I'll appear at the meeting," said Sloan, "but rather reluctantly. I'd like to forget this whole thing, but it does need to be straightened out."

"I am extremely appreciative of the support I am getting from the faculty."

Other departments on campus are reportedly considering adoption of similar resolutions.

Telephone scam hits home!

John Miller, chief of security, announced that an investigation of students charging personal telephone calls to the Missouri Southern number would end today.

"We had 33 third party calls charged to the college in October," he said. "Students were using pay telephones in the dorms to make collect calls. These charges were then reversed to the college."

Miller said that one student had charged over \$300 worth of collect calls to Southern. All the calls were made to the same number — making the investigation easier.

"We will definitely seek prosecution," said Miller. "We will not tolerate any student stealing on campus. Telephone fraud is a basic form of theft."

Section 9.17(A) of The New Missouri Criminal Code (Telephone Service Fraud) says: "A person commits the crime of telephone service fraud if he: (1) obtains or attempts to obtain (2) telephone service (3) by deceit (4) without paying the lawful charge."

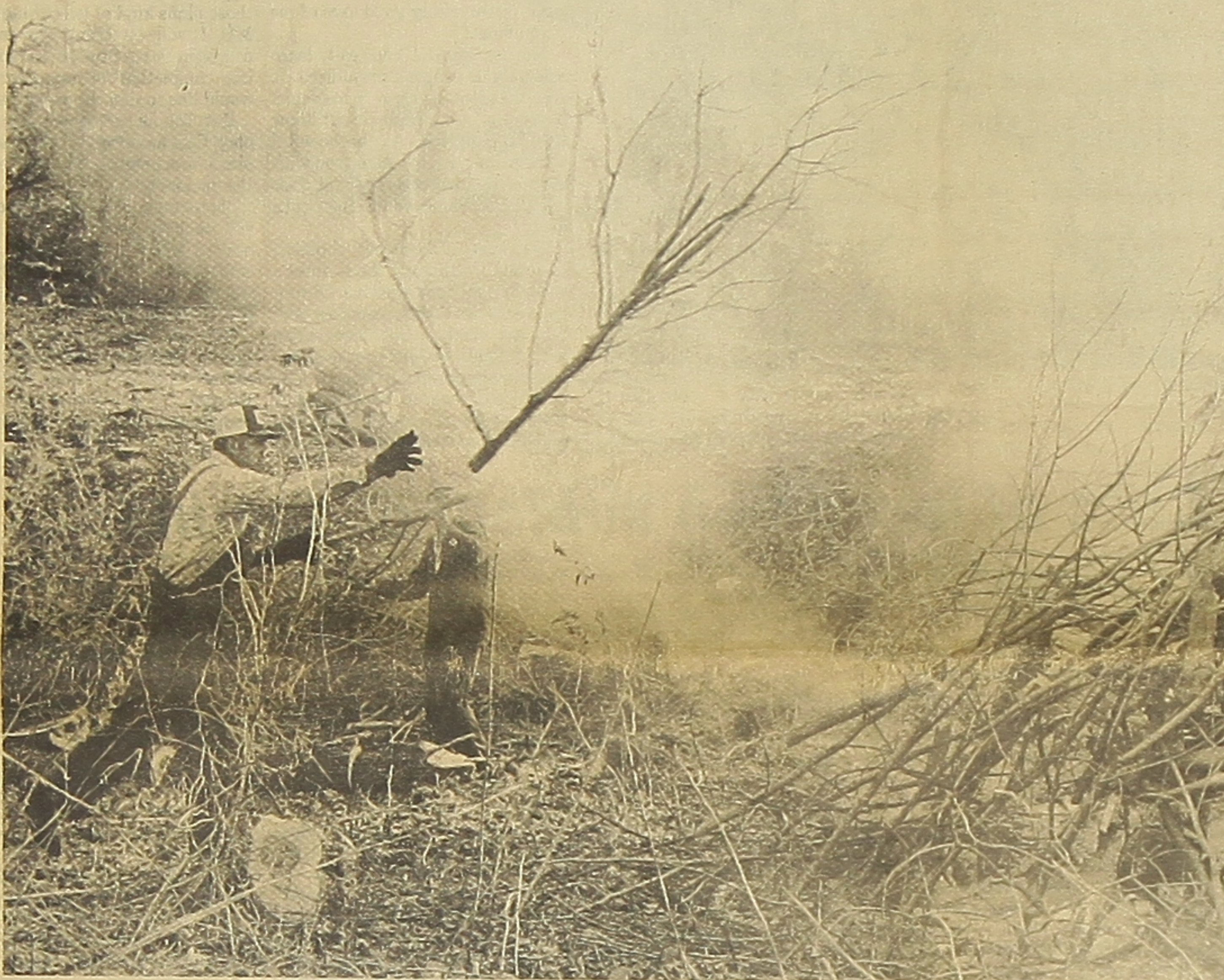
The penalty for the crime is: "If the charges avoided or attempted to be avoided amount to fifty dollars or less, the maximum punishment under this section is a fine of five hundred dollars or six months in jail, or both. If the charges would have exceeded fifty dollars, the maximum punishment is a fine of \$1,000 or one year in jail, or both."

Said Miller, "When you steal over \$150, it is considered grand theft. The student in this case could be charged with a Class C felony — 2-7 years in the division of corrections, one year in the county jail or a \$5,000 fine."

Miller reported that his staff had been assisted by the Student Affairs office at Southern. "We should have this wrapped up today. We know who the subjects are."

"We're also going to re-arrange the telephone system on campus. We met with a security representative from Southwestern Bell Tuesday and talked about it. We don't want this to happen again."

(See related story on page 3.)



Greg Holmes Photo

Ron Landoll (left) and Charles Spencer toss branches into a roaring blaze on the south end of campus near Turkey Creek.

We tried, but without 'i's'

Eet ees very deefecult to publish a newspaper weethout useeng the letter een the alphabet wheech follows h. That letter wheech sounds lyke "eye" ees a frequently used letter of the alphabet, and when eet ees no longer posseible to preent eet, one does not publish a newspaper.

That's what happened to The Chart last week. A problem with a partecular letter on the keyboard of the computer made eet extremely deefecult to get copy out.

So now that the letter is fixed, at least temporarily, we will give it a try this week.

One edition of The Chart remains for the semester, and that is scheduled for Dec. 10.

Belk rejects Senate motion on college dismissal

Missouri Southern's Faculty Senate passed a motion Monday that asked Dr. Floyd Belk, vice-president for academic affairs, to close the campus Wednesday, Nov. 25, at the end of the business day.

The motion however, which was made by Dr. Michael Banks, was rejected by Belk after a meeting with Dr. Harold Cooper, Dr. David Bingman, and the four division deans.

"I essentially made the decision myself," said Belk. "But all seven of us agreed it would not be appropriate to dismiss classes that night. There was a possibility that we could do it, though. The real concern was that we could not deviate from the published school calendar."

Banks wanted night classes dismissed before Thanksgiving so students could

have an early start celebrating the holiday. In past years, he said, attendance on that date had been very poor.

"I wrote a letter to all the teachers who had night classes scheduled next Wednesday," said Belk. "I explained the rationale behind the decision. In the future, we will look very carefully at the Wednesday before Thanksgiving and try to schedule around it."

Dr. Bill Ferron, vice-president of the Faculty Senate, motioned that classes be dismissed in the future on Homecoming (Friday) afternoon. Ferron also proposed that there be a one-day break in the middle of the fall semester.

"The administration won't have a problem with that idea," said Belk. "We would just have to add another day to the schedule at the beginning or end of the semester to make up for it."

Banks then informed the gathering that a resolution had been circulating for the Senate to support the instructor who dropped senior football player Tom Fisher from his class on Sept. 16.

"Is there any truth to the rumors that the instructor has been harassed by the athletic supporters?" asked Dr. Keith Larimore.

Dr. Merrell Junkins moved for adjournment of the meeting because the principals in the Fisher case were not present. Dr. Robert Markman, president of the Senate, said that the subject would be placed on the next meeting's agenda. He said that the instructor in question would be asked to attend.

The Senate earlier in the meeting discussed tomorrow's Board of Regents meeting. Ferron will serve as the faculty

liaison at the meeting. The Board will consider a request by the Senate that the college apply for a FCC license for a future campus radio station.

Ray Balhorn, representing the communications department, said that the station would be the voice of Missouri Southern. "It will take us around 30 days to hear from the FCC in regard to an application. If we don't get the funds for the station, we won't even think about it."

Dr. Delbert Schafer told Balhorn that "there may be some resentment among faculty members that needs to be encountered."

Balhorn replied, "I feel that this is a positive step forward. It wouldn't cost the college a dime. I can't see anything negative about it."

Work progresses on addition to gym

Progress continues to be made on the construction of the multi-purpose building addition to Robert Ellis Young Gymnasium due to cooperative weather.

"They've completed the piers, the outside walls of the laundry, equipment, and boiler rooms, and the north elevation walls," said Howard Dugan, director of the physical plant. "Very shortly they will start pouring the columns and beams for the roof structure."

"The weather has been perfect. If the men can get the concrete work done, the rest of the work should go pretty fast. The building should be taking shape soon."

The roof deck is constructed off site and set in place by crane. Work on the pool will begin after the exterior walls are done.

Paapanen quits as faculty senator

William Paapanen, assistant professor of business administration, resigned his position as member-at-large of the Faculty Senate.

His resignation was submitted in the form of a letter to Faculty Senate president Robert Markman. The letter stated, "Effective immediately I hereby resign from the Faculty Senate, Faculty Senate executive committee, faculty representative to the welfare committee and by appointment the position to President Darnton's ad hoc salary study committee."

Paapanen stated personal reasons for giving up the positions. "It is in the best interest at the present time to do it," he said.

Policy under revision on instructor drops

Missouri Southern's deans and department heads will consider a new drop policy today at a 3 p.m. meeting in the Billingsly Student Center.

Dr. Floyd Belk, vice-president for academic affairs, sent a proposed revision of the drop policy to the deans and department heads on Nov. 3. He said in a letter: "In my opinion the all important question, 'When does a Drop become official?' is addressed in the proposed change."

Under Instructor Initiated Course Drops, the proposed policy states: "The student who misses a class does so at his own risk. He must assume the responsibility for work missed because of class absences. Professors are willing to assist students whose absences are caused by

valid illnesses, college approved activities, and extenuating circumstances. The professor may require whatever evidence he needs to support the reason for absence. If a student is absent two class meetings more than the credit hours of the course, the student may be dropped from the course. However, if that student is maintaining a grade of 'C' or better, he cannot be dropped from the course without his permission. The drop shall become official upon notification of the student by the Registrar or if the student is not available, 72 hours after the Registrar has mailed the notification to the student."

The proposal, which came through the authority of the vice-president's office, was submitted by Dr. Glenn Dolence,

dean of students; Dr. Eugene Mouser, director of academic services; George Volmert, registrar; and Belk.

"We four deal with the policy quite often," said Belk. "I can't predict what will happen. I suspect that the academic policies committee will discuss the proposal Monday."

Belk said that three parties are involved when an instructor drops a student: the student, the instructor and the registrar's office. "All three should be aware of what has taken place," said Belk.

After the 19-member academic policies committee discusses the proposal, it will go to the Faculty Senate for consideration.

Senate passes bill for Christmas cards

Student Senate submitted a resolution for \$30 to buy and mail Christmas cards to faculty members. The finance committee approved it, and Senate passed the resolution at their meeting last night.

Finance Committee last week approved and Senate passed a Panhellenic resolution for \$130 to attend a National Panhellenic workshop and convention in Columbia.

Also last week, representative Eve Gabbert reported on the Academic Policy Committee meeting. Grading and drop policies were discussed and Senate members were asked to submit their opinions to the Academic Policy Committee.

"I urge you to read your school handbooks and know what the drop policy is. This affects more than just athletes but it has a more immediate affect on them

because of off campus eligibility rules," said Glenn Dolence, dean of students.

Rules were suspended last night to appropriate \$2,000 for a Leadership Conference to be held Feb. 25. The conference is for area high school students and Pat Boscoe from University of Kansas will be guest speaker.

Kappa Alpha submitted a resolution last night for \$2,000 to help defray cost of the Superdome to raise money for Muscular Dystrophy.

Dec. 9 has been set for the Orphans Christmas party from 11 a.m. to 2 p.m. at the college and the meeting was adjourned. Senate will not meet until Dec. 2 due to Thanksgiving vacation.

Sara Rice, freshman, was sworn in as a representative by Doug Carnahan, assistant dean of students, at the Student Senate meeting last week.

NEA hits insurance

A National Education Association position paper on insurance and proposed cover letter were presented and approved by local NEA members in attendance at a meeting Tuesday. The position paper is expected to be in the hands of the president of the college by tomorrow, but that is a tentative date.

Statements in the position paper say that the administration of Missouri Southern has been wasting funds by staying with the current insurance policy that covers both faculty and staff.

It also states, "NEA finds that the Administration has been negligent in seeking out the best insurance coverage for the faculty and staff."

Registration begins for second semester

Pre-registration for second semester classes is underway this week at Missouri Southern and will continue through Dec. 4.

Pre-registration activities are designed to give current students the benefit of an advisor-student conference, priority in selecting classes, and the completion of most enrollment details prior to the regular registration period, college officials said.

Enrolling today and tomorrow are those students with 60 to 89 hours of credit. On Monday and Tuesday, those with 30-59 hours may pre-register, and on the Monday and Tuesday following Thanksgiving break, those with up to 29 hours may register.

Students must make appointments with their advisor for the day they are scheduled to pre-register and, on that day, must pick up a permit to enroll, a planning sheet, and a class schedule from the registrar's office, Room

100, Hearn Hall. After the advisor consultation, the permit to enroll is to be returned to the registrar's office on the pre-registration day to insure priority for classes.

During the third week, on Dec. 3-4, all students who pre-registered are scheduled to verify their schedules on the third floor of the Billingsly Student Center. Conflicts in scheduling may be adjusted at that time.

Students who follow the pre-registration procedures as outlined should be assured of their class schedules for the next semester and will have completed most of the registration details, except items associated with student services, officials said. Fees will be paid during the regular registration period, Jan. 12-13.

Students not currently enrolled will be given an opportunity to pre-enroll beginning Dec. 8.

Faculty baby pictures help raise money for trip

Grace Mitchell, assistant professor of English, and Enid Blevins, retired assistant professor of English, are working on an English faculty baby picture identity contest to raise money for the department.

Money raised will be used to send the recipient of the Greef award to the Missouri Association of Teachers of English (MATE) meeting in Marshall next April.

"Up until this year the money to pay student expenses was paid by the college, but this year, because

of the budgetary situation, money must be raised," said Blevins.

There are three different games in the contest now going on. Baby pictures are displayed on the third floor of Hearn Hall in the English department's office area. One contest is to try to identify as many faculty members as possible from a display of 15 or 16 pictures. Each ballot costs 25 cents and a prize will be given to the person who identifies the most pictures correctly.

For a five cent ballot a person

Cole on long road to recovery



Kris Cole is back at home in Joplin after a prolonged period of hospitalization in Utah and at the Kansas University Medical Center.

Kris Cole was the victim of a tragic automobile accident at the end of the summer and preliminary reports were that there was a long road of recovery ahead of her. But Cole has placed a detour in that long road to recovery and is optimistic about her future.

Currently Cole is residing at her parents' home and is receiving outpatient treatment at the Brady Building of St. John's Medical Center. Part of her therapy is walking for five to six hours a day. Cole can walk on her own with the use of leg braces and a walker.

"It's really exciting to make some progress. I'm really striving to gain my independence again. It has really been hard to accept the fact that I have to rely on others now, but I am slowly regaining some of my freedom," said Cole.

But Cole is glad to be back home in Joplin. She returned home from the Kansas University Medical Center two weeks ago.

"I love being back home. It's great to be at home because you don't feel as if you're just part of someone's job as I did at the hospital. And my parents have been really taking good care of me throughout."

She continued, "You really learn a lot about people's prejudices. It was different being a 'paraplegic' because a lot of people do not know how to handle it. At the hospital some people would look at you with eyes of sorrow; others would offer help, and some would just turn away."

Cole goes to the Brady Building in Joplin for therapy three times a week for two hour sessions. During her visits she walks, exercises, and lifts leg weights. Cole also works with weights at home to keep her upper body physically fit.

"Since I've been back home it seems as if I am making more progress. One of the reasons for this is

now I have my own set of leg braces and I can walk for a greater length of time during the day. In Kansas City I had to share the braces with other people and my time to use them was limited compared to now."

This added activity on her feet has made Cole optimistic about the future.

"Right now I can use Canadian crutches if I want to instead of the walker. Also the doctors are letting me bend my knees more while I am walking. It may not sound like much now but I'm slowly progressing."

Even though Cole is not fully recovered, she is still planning to get back to her regular way of life.

"Next semester I am planning to go back to Missouri Southern and get back to the learning process. That is one of the things that I miss most, next to walking, and that is learning."

But her plans for education are not stopping at Missouri Southern.

"Next fall if things work out I would like to attend the University of Missouri-Columbia. I was planning on doing that this past fall but those plans kind of fell through. At MU I will be trying to earn a degree in Peace Studies and following completion of my degree I would like to join the peace corps."

But Cole is not all work and no play. Cole has already been making plans for a possible summer job for the upcoming year.

"Hopefully, if things work out, I will be going to Hawaii this summer to work in a National Park there. I forget the name of it, but it would be so wonderful to get to go to Hawaii and live there."

But the job in Hawaii could throw a monkey wrench into Cole's earlier plans for attending MU as she said, "It might just be so nice that I might not want come back."

Loss of loved one subject of seminar

Difficulties of recovery from the loss of a loved one was the subject of a roundtable discussion at the "Death and Dying" seminar last week.

The panel consisted of three Joplin community members who have considerable experience working with persons who have lost relatives or others near them. Beth Smith of Freeman Hospital has worked with individuals and groups in dealing with the loss of peers and the loss of children in infancy. Dr. William Ferron, head of Southern's biology department, has notable experience working with the loss of children beyond infancy, and Wayne Woodard of the Mason-Woodard Mortuary has, for

many years, been a leader in the Joplin area in death education and the development of community resources to aid those who have experienced the loss of ones near to them.

Ferron opened the meeting with an explanation of the services that Compassionate Friends offers. This is a nationwide organization that attempts to aid parents who have lost a child. The local chapter has helped 60-70 couples resolve their grief through group communication.

"All members have experienced the death of a child in their family, giving them the ability to relate to the trauma that the parents are experiencing," said Ferron. "In many instances we are dealing not with

couples but with individuals, most often female. Perhaps one parent resolves his grief easier than the other or females are more willing to seek help in our society."

Smith continued the meeting with a detailed explanation of the grief process and common problems facing a surviving spouse.

Freeman Hospital has a surviving spouse support group and a "Mothers in Crisis" support group. Smith works with both groups.

"The Mothers in Crisis helps mothers deal with the loss of infants before birth, at birth, or shortly thereafter," said Smith. "The people are usually young themselves and dealing with a loss of this type may be totally new. Society is uncomfortable in dealing

with this situation; therefore, the couple may receive little understanding or support."

Woodard then introduced some new ideas that are taking hold among funeral homes to ease the suffering of survivors. He reinforced some points about the grief process and gave a brief explanation of his responsibilities. He mentioned the recent availability of literature on the subject of death and a new "Ray of Hope" group for the survivors of individuals who had committed suicide.

The meeting concluded with a summary and a question-answer session. The next meeting will be Dec. 1 at 12:10 p.m. in room 306 of the Billingsly Student Center.

Career planning library changes to new location

Recently the Career Planning Library was moved to room 210 of the Billingsly Student Center. The library had previously been in room 206 of the BSC, but because a staff member couldn't always be present, it was kept locked most of the time.

"We are really excited about moving the library," said Lorine Miner, director of placement. "Now it is always open from 8 a.m. until 5 p.m."

Room 210 had originally been the office for the Missouri

Southern Foundation and Alumni Association. Now they have moved their offices into the ranch house, now known as Alumni House.

Although the center is primarily used by seniors, Miner said, "We encourage freshmen to come. Many companies send information on career opportunities especially useful to the undecided students."

Information at the library is current, and there is literature on career planning, job interviews, government employees, and information on graduate schools.

can try to identify one of two administrators' and two senior English majors' baby pictures. An award for the correct guess will be given.

One faculty member will receive a prize for being voted the cutest baby. The winner will be determined by the most five cent votes received.

The contest runs until Nov. 26. "The Greef award was started by Prof. Robert J. Greef, president of MATE. After his death, MATE decided to continue giving the

award in his honor," said Blevins.

One student from each institution of higher education which trains teachers in English will be given the Greef award. The winner must be planning to be an English teacher and meet the qualifications established by MATE and Missouri Southern.

Missouri Southern started giving the award in 1969. Mitchell said, "Mrs. Blevins has spent a lot of time over the past years working on this award."

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- English 298 (line 396): American Western Literature-Johnson MWF 1:00-1:50 H317
- English 298 (line 397): Introduction to Film-Gale TTh 9:30-10:45 H317
M 2:00-4:00 TV Studio B

For further information come by the Department of English, H-300, or call extension 234.

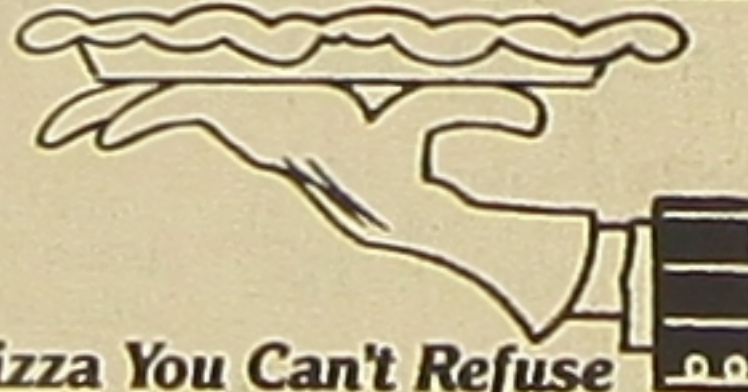
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Satellite School provides alternative approach

By Valerie L'Allier

Satellite School of Joplin is an alternative school for potential high school dropouts. Funded by the state, Satellite School has been in operation for six years and opened for this semester Oct. 21.

Potential dropouts are students who skip class and cut school or who have academic problems, but most are just turned off to school. "Many kids just can't cope with being one of 1,200 students," said Shirley Lynch, director of Satellite School.

The students attend classes at Satellite from 8:15 to 11 a.m. and return to their parent schools for afternoon classes.

An alternative to regular public high schools, Satellite School classes complement the student's curriculum at their parent schools. It encompasses the core subjects—social studies, math and language arts.

Once a student has been identified as a potential dropout by a school counselor, the student is referred to the school principal. Then the parent and student meet with the Satellite School staff.

"We stress the fact that this school is not a 'buy out' to get the student out of his parent school," Lynch continued. "Because 88 percent of the students at the parent schools are successful, it is not a problem with the system. It is a problem with some students coping with the system."

"The students we have here are very normal students," she said. "Most are average and above average academically. But they have a few problems, like getting into a power position and not being able to handle it or they lack motivation."

Teachers and staff work with the students, readying them to go back to their parent schools. The average stay for students at Satellite is a year.

Joel, a junior at Parkwood, says there is no difference between the

school and his parent school except for the size. "This school makes it better for me at Parkwood. I want to go back," he said.

Annie, a sophomore, said, "The work here is harder than at the other schools. But we get individual help here, there aren't so many students in class."

Some students are there simply because they have fallen behind in their classwork. Such is the case of Toni, a sophomore from Memorial High School. She had fallen behind in her studies because of illness. Though she has only been there a few days, she already sees advantages of attending the school.

"The teachers pay more attention to us here. There are less students in the classroom and the teachers can give us more of their time," she said. An A and B student, Toni feels she can be caught up with her work by the end of the semester.

Three teachers teach at the school of 45 students. Marla Marantz, language arts, instructs the students in reading comprehension, writing, grammar, vocabulary, spelling, speech and listening.

"Satellite provides the students with more individualized instruction," she said. "When you teach 30 to 40 students for 5 50-minute classes per week, that doesn't leave much time for the student's individual needs."

"Here we start with the student's interests. If you find out what the student is interested in, there is a better chance to improve their skills and encourage learning," she said.

Sue Commons, math and science instructor, is in her fifth year at Satellite. Every student is working from a different text and is at a different place in their instruction. Only two or three are at the same place. She assigns the lessons at the beginning of the class and then works individually with the students the remainder of the

class.

"This is a better environment for the students because of the individual learning," she said. "When you have 28 students in class you have to deal with discipline and attendance instead of working with the important thing—teaching."

Any math class available at the parent schools is available at Satellite, from consumer math to algebra II. "The students work just as hard here if not harder than at parent schools. They know they are responsible for their own work," Commons said.

History teacher Mike Lloyd has his students read from current periodicals to keep up with current events. Also they work with personality paste-up papers, picking out items which mean the most to them and pasting them on poster board.

Rules and regulations for the school are the same as those of the parent schools. Tobacco, drug and alcohol rules are strictly enforced. Lack of attendance and tardies are not acceptable. Lynch stresses the point that "we try to instill characteristics employers have. When you have a job you can't be late. You have to be punctual or be fired," she said.

The only discipline problems have been two incidents with cigarettes. "Our kids are very protective," Lynch said. "The new students blend with the veterans and build unity. The seniors, especially, really show leadership. We don't have to handle a lot of problems because the students take care of it. They police themselves."

Performance is the name of the game at Satellite School. The students know that no excuses will be accepted for non-performance. They know that it is not what they say, but it is what they do. The teachers want results, and that is what they get.



Greg Holmes Photo

Marla Marantz, language arts instructor at Joplin's Satellite School, works individually with one student. The Satellite School, described as an "alternative school," provides special attention to each student. Marantz works with reading comprehension, grammar, vocabulary, writing, speech, and listening.

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Additional information can be obtained from the Military Science Department personnel in PA109 or by calling 624-8100, extension 245.

Phone scandal hits Maryland

COLLEGE PARK, Md (CPS) — Eight current and former University of Maryland student government officers have been disciplined and as many as 23 other student groups are under investigation in what could become the most widespread long distance telephone abuse scandal on any single campus.

Administrators are now auditing the phone lines of all Maryland students in an effort to see just how much the university has paid out for unauthorized long distance phone calls. The scandal "could get a lot bigger," says student government President Marc Siegel.

Phone records for 23 student groups have already revealed a total phone budget overrun of more than \$7,500 during the last school year, according to a report from assistant campus affairs director Doug Bostick.

Of that total, the student government office was responsible for more than \$2,100, and the campus radio station for nearly \$2,500.

But it could be bigger than that, for the university uses the MCI long distance system. Under the system, anyone who knows the proper code and has a push button phone can tap into the system.

"Now every student account at the university is being audited in order to find out who's been abusing the lines. There's no telling how many people this may ultimately involve," Siegel says.

Siegel says the main difference between the Maryland case and others is one of will. Phone abuse "certainly isn't a remarkable or unusual occurrence. It's done at campuses all over the country. People participate in rip-offs in the supposition that there's no way they can get caught. Maryland's one of the few cases where someone's decided to try to catch them."

Indeed, earlier this year it was learned that hundreds of Washington, D.C.-area students were making unauthorized long distance calls on WATs lines used by various congresspeople.

More recently, students around the country placed unauthorized long distance calls using what was falsely reputed to be Burt Reynolds' phone credit card number.

The journalism department at Iowa State University was forced to disconnect two of its WATs lines in September because of consistent abuse of the lines.

The problems at Maryland have so far forced the firing of one student government cabinet official and the disciplining of seven former officers.

Siegel says the eight have agreed to repay the university for the unauthorized calls.

Mark Bejarano, business manager for the student radio station, denies any major telephone wrongdoing among station

employees. "Our budget overrun wasn't primarily due to phone abuse," he insists. "In our case, the increase in rental costs of phone lines plus the increased amount of calls we have to make to various distributors and clients put our phone bill in the red."

"Our records are good," Bejarano asserts. "The amount of our local calls has been reduced. We have caught a couple of long-distance abusers, and they've been dealt with."

Former student government official Scott Goldman, who was fired last month after admitting he placed personal calls on student government phones, feels he may have been made a scapegoat. "Administrators have told me [phone abuse] has been going on for years in student government," he says. "I've repaid all my phone calls, but I think the administration's looking for fall guys."

"I have a lot of good feelings about the way I handled myself in this affair," Goldman says. "But I have a lot of bad feelings about how the SGA handled things. They allowed people to keep unauthorized phones in their rooms, and to give MCI access cards to their friends."

"You can't clean house if you have dirty hands yourself," he insists.

"Scott didn't come forward until after he was accused," amends Siegel.

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Morals change

In recent years a number of individuals and groups have protested the suggestive and sometimes vulgar lyrics of popular music. Whether or not any noticeable changes will occur remains to be seen.

The obvious reason for the increase of suggestive lines in music is that the basic morals of a vast number of our society have changed. People now speak openly about subjects which in the past were rarely mentioned. The fact is that there are more people who create the demand for today's changing music than those who protest it.

Anyone who sets out to try to ban songs with these lyrics is perhaps fighting an endless battle, the reason being that our society is not suffering from poor lyrics but from a continuing list of problems ranging from cheating to murder. This is why the demand is so great for many of today's songs.

Unfortunately, much of our society is no longer geared to music which contains no suggestive lines and subjects. If a song were to be released today, for example, about a picnic in the park, it would be lucky to last a week on the music charts. The song would have to suggest some illegal behavior in the park to remain alive. Unfortunate, but true.

Of course, not all of today's songs are considered to be suggestive. Many songs, which have a good beat and are instrumentally popular, remain wholesome, inspirational and easy to understand. They often hit the top ten. Our fast paced society needs music for relaxing and entertainment.

Those people who feel that America's youth is being harmfully affected by today's music should realize that suggestive lyrics are the least of our worries. Perhaps they should stick with the old alternative: If you don't like it, turn it off!

Defense budget

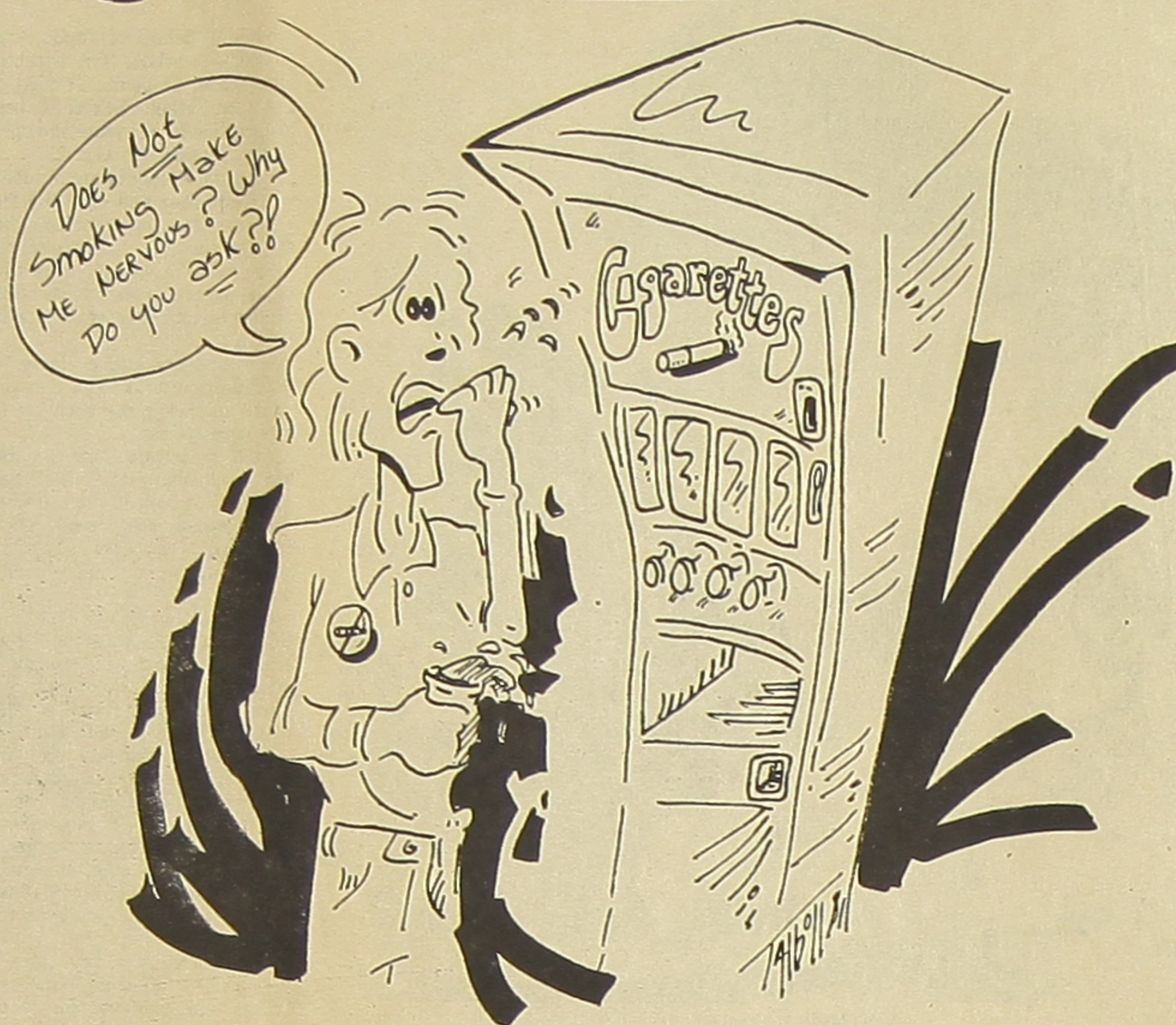
Recently a trial began in the United States involving a former green beret soldier of the United States for alleged charges of involvement in arms sales to the Libyan government of Omar Khadifa.

This brings up the question of why President Reagan is continuing to place so much importance on the large budget for the military. Why should the military be of such importance when people involved with the elite military groups and intelligence agencies become involved in overt action with foreign governments?

The answer to these questions should be that the United States government should not place such high priorities on a strong military and intelligence network. It seems that the networks grow to such great proportions that they can no longer be controlled correctly. This not only leaves the system open to poor financial efficiency but to the possibility of corruption and scandal. Neither of the above would be welcome to the present administration.

It seems rather evident that the problems that are facing our country right now are our productivity and our dependence on non-renewable energy sources. It is time that we tackle these problems head on, not continue to follow the same road that we have in the past and that has brought on many problems which could have been avoided.

It is time that the administration channels its financial support to more worthy functions, such as higher education, than to continue to pump money in the the already overgrown military budget.



In Perspective:

Library still faces overcrowded conditions

By Elmer E. Rodgers
Head Librarian

When the library opened for service on the Missouri Southern College campus in 1967, it was staffed by two professional librarians, a full-time clerk, a number of part-time student workers and contained 25,266 volumes. The staff has now grown to six professional librarians, five full-time non-professionals, and 26 student workers. The library now contains over 139,000 volumes.

On September 1, 1968, the Instructional Media Center was established in the library and we became the Learning Resources Center. There was sufficient space for growth for a few years and in 1973 an addition to the library building was completed. It was estimated that the new addition would contain our growth for at least ten years. This was not the case as the state gave us an extra \$300,000 for books in the 1978-79, 1979-80 school years. While this helped to improve our holdings, it has also resulted in crowded conditions in all areas of the Learning Resources Center. With our severe budget restriction this year, our growth will be not be as great as in past years but the problem of the crowded conditions continues to increase.

The student employment budget for this year has remained the same and we do not foresee the need to cut services nor LRC hours this year.

There are many services that are available to the students and faculty. The circulation department and the IMC offers tours for freshman orientation classes, or any other group, as requested by instructors or off-campus groups. The basic services and facilities of the library are introduced. A general tour or a more specific tour of one area may be arranged. Materials that we do not have available may be requested on Interlibrary Loan. The speed of acquiring materials from other libraries has greatly increased this past year by using the OCLC Interlibrary Loan System for this service.

The periodical department currently receives over 1,350 periodicals and newspapers and the indexes to these materials. Many of our periodicals are not bound but are photographed on microfilm or microfiche. We have over 33,000 reels of microfilm and over 238,500 pieces of microfiche. We have on

microfiche the complete holdings of E.R.I.C. The reduction in budget this year has forced us to re-evaluate our periodical holdings. With the suggestions of the departments, we have temporarily dropped 65 periodical titles. When the budget becomes normal we will re-evaluate these titles.

Computer Search Services are available in the periodical department. Through Computer Search, computerized bibliographies from various data bases are available to individuals. There is a charge for this service. The periodical department also contains a collection of materials for the visually handicapped, including books and periodicals in braille and on flexible disk recordings. Materials are received regularly on loan from the Wolfner Library for the Blind in St. Louis. Materials in our permanent collection may be used for the regular circulation period.

The reference department provides services and help in using the reference materials. Also included in this area are the materials placed on reserve by the faculty. While reference books do not circulate, the reserve materials do circulate for a limited time.

Included in the reference area are the federal and state documents. We are a partial depository for federal documents and a full depository for Missouri state documents. While these two collections are a valuable asset to the LRC, the federal documents, in particular, are causing us problems. We now have over 97,000 federal documents and we do not have enough space to adequately shelve them. Some of the older and lesser-used documents are stored in boxes in various closets around the LRC. According to federal law, we must keep all federal documents for at least five years after which they can be offered to a Regional State Depository. Unfortunately, at this time Missouri has no Regional State Depository to offer them to so we must keep everything we receive.

An archival collection housed in the Norval Matthews Historical Room was opened in 1977. This collection contains historical materials relating to Joplin and the college, a collection of papers relating to labor activities in the area and the Tri-State Mining Catalog which contains maps and records of the mining activity of the area. The historical room also houses the papers belonging to Congressman Gene

Taylor of the Seventh Congressional District of Missouri.

The cataloging of LRC materials is now done on the OCLC Cataloging system and it has been in operation for one year. The computers for the OCLC system are located in Columbus, Ohio, and we are linked to these computers through two terminals located in the processing room. The processing of materials is much faster on the OCLC. Six months before adding the OCLC cataloging system we had approximately 6,800 items waiting to be cataloged. This figure is now down to 1,500 items and it is being reduced every month. The college law collection is housed on the third floor.

The Instructional Media Center serves the total institution and the college community with special emphasis on the preparation of teachers. The Center provides for a curriculum area depository, an audio-visual production-support area, audio-visual distribution of both software and hardware, and in-service training for students, faculty, and community educators. Study carrels provide facilities for previewing software and spaces are available for creating media. A listening center is available for previewing over 3,500 audio tapes. Available for check-out are media items such as records, tapes, realia, devices, manipulative materials, film-strips, kits pictures, test items, films and printed materials. Holdings of the IMC now total over 27,000 software items.

A lounge area is located in the south end of the Center with piped-in background music. A work space is available. Other services provided by the Center include: dry mounting and laminating, transparency making, paper copies, thermofax stencils, audio tape duplicating, loop film, filmstrip, and slide preparation. Audio-visual equipment is restricted to campus use only. The Center also provides maintenance for all audio-visual equipment on campus.

The MSSC radio station will be housed on the third floor.

The TV facilities are located in a building located at the west side of the campus. The building was enlarged this past year and opened in September. The TV facilities include two remodeled micro-teaching studios and a new large production studio. The studios are available to all classes on campus.



"WHERE'S MY *HOLY* SPEECH BLASTING THE U.S. ARMS BUILDUP?! I KNOW IT'S AROUND HERE SOMEPLACE...!"

The Chart

The Chart, the official newspaper of Missouri Southern State College, is published weekly, except during holidays and examinations periods, from August through May, by students in communications as a laboratory experience. Views expressed in The Chart do not necessarily represent the opinions of the administration, the faculty, or the student body.

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Mental illness: What is it?

Mental illness affects many people throughout the United States. According to statistics compiled in this country by the National Association for Mental Health, on any given day there are as many patients in mental hospitals as there are in all other hospitals combined.

Each year about 250,000 new patients are admitted to mental hospitals while 100,000 more who have previously been in mental hospitals are readmitted. However, the number of patients hospitalized is only a small portion of the total number of persons who suffer from some form of mental disorder. It is estimated that eight or nine million people in the United States have some form of mental illness.

What is mental illness? Dr. Roger Paige, associate professor of psychology at Missouri Southern, says, "Mental illness is the inability of an individual to adapt well to his environment." Paige also said there is no one definition of mental illness that is agreed upon by all psychologists. In defining mental illness, one could use the term "abnormal behavior." However, defining abnormality requires more than just looking at behavior. A definition of abnormality depends on behavior as well as context, place, time, and economic climate.

Not only do mental health professionals struggle with a definition for mental illness. The problem of defining the categories of abnormal behavior also arises.

The traditional classification of abnormal behavior patterns as either psychoses or neuroses is based on clusters of symptoms that are found together called syndromes. However, researchers found that many people have symptoms that do not fit into the segments of the proposed systems. Therefore, some workers have attempted to find another system for classifying emotional disorders, relying not on the syndromes of reaction patterns but on similarities of causative factors.

Researchers in the field agree that no

system is entirely satisfactory, because of the complexity and variety of human psychopathologies, yet reactions can be classified into four broad groups. The reactions are (1) normal adjustment; (2) transient traumatic reaction; (3) disturbed adjustment because of psychogenic or psychological factors; and (4) disturbed adjustment because of organic factors.

The first and second categories exemplify that even normal adjustment can be temporarily deteriorated because of acute stressful situations. Normally, these traumatic reactions are only temporary and the person returns to his former mode of adaption. Psychogenic reactions include the neuroses, or psychoneuroses, and the functional psychoses. Organic reactions include wide varieties of psychotherapy associated with brain damage, and temporary disturbances because of the effects of noxious factors in the brain such as poisons, drugs, and alcohol.

The neuroses include a wide range of disturbances which result from unresolved conflict. Neuroses, a condition of emotional maladjustment to reality, arises from certain unconscious inner conflicts that are manifested by a variety of mental, emotional, physical, and behavior symptoms.

In the neurotic person, a persistent conflict continues between internal drives or impulses and internal feelings such as guilt or conscience. This constant conflict leads to increasing anxiety which causes a disturbance in the development of the personality. Consequently, the unresolved drives are dismissed in unsatisfactory ways and various mechanism of defense are utilized to disguise the conflict and make some kind of adjustment. Symptoms then develop which indirectly express an unresolved conflict, impairment in the functioning of the personality and decreased insight into the real causes of the conflict.

In the essential types of psychoneuroses — such as conversion

hysteria, anxiety neurosis, psychosomatic neurosis, obsessive-compulsive neurosis — direct expression of internal drives cannot happen because of the conflict. The symptoms that derive from the unresolved conflict are (1) basic anxiety which are feelings of helplessness, uneasiness, and apprehension; (2) physical disturbances without any organic basis such as gastric disturbance, headaches, fatigue, and disturbances in metabolism; (3) mental disturbances such as persistent and obsessive thoughts or fear, difficulty in concentrating, and hallucinations; and (4) emotional disturbances such as depression, emotional excitability, and apathy.

Psychoses, the second main classification of mental illness, is a very severe form of personality disturbance. Some degree of disintegration of the ego has occurred which results in a loss of contact with reality as well as a profound disturbance in the thinking process. Two broad subgroups of the psychoses are (1) the functional and (2) the organic. The functional psychosis is presumed to be primarily psychogenic while organic psychosis results from injury to the central nervous system.

Schizophrenia, which comprises 50 percent of all cases hospitalized for psychiatric reasons, are the most common of the functional psychoses. In schizophrenia there is a decrease in awareness of reality along with a general disharmony of the functions of the personality. Therefore, the patient may have feelings that do not agree with his behavior.

Another group of functional psychoses is the affective psychosis. Affective psychosis implies that a person has a basic disturbance with the emotional sphere of life.

Organic psychoses involve structural damage to the central nervous system. The result of organic psychosis happens when nervous tissue is destroyed because of damage or disease process.

Treatment has varied through time for persons with mental illness

By Lori Reed

Mental illness is a common phenomenon that affects practically everyone in some way. Historical evidence indicates that mental "disturbances" have been present in all civilized societies since ancient times. Records show the severe disturbances of kings, generals, religious leaders, and other important individuals. Even though mental illness has always been present in society, the attitudes toward mental illness in previous times were much different from today's attitudes.

Before the nineteenth century, most people in the Western civilization thought that "madness" or abnormal behavior indicated possession by evil spirits. Society rejected individuals who showed such acts of abnormal behavior. The remedy for these conditions was to drive the evil demons from the body with acts such as kindness, prayer, confinement in monasteries or starvation. The trend reached its high point with the demonology and witchcraft of the fifteenth and sixteenth centuries. Society then accepted the belief that the abnormal behavior resulted when a person was possessed by the devil. This possession was seen as a threat to the community so communities decided to defend themselves. Defending actions such as burning or hanging were used to destroy persons who were mentally ill.

In the Middle Ages, the situation became a little better. Magical remedies such as potion from a vulture's liver vied as a cure from the mental disease. In the late Middle Ages establishment of asylums for the insane began. However, it took two more centuries before "madmen" were segregated and confined in institutions. During that time, the mentally ill were treated as if they were evil or dangerous, often being chained in cold and filthy dungeons. The insane were separated from society and regarded as public nuisances who had to be kept out

of the way and out of trouble.

During the French and American revolutions, dignity of man began to be respected and with this new attitude came a new respect for man's mental ills. This first revolution in mental health was a slow change from the belief that the insane were possessed by the devil and resembled criminals or animals to the belief that they were really sick people. Treatment was attempted on a rational basis.

The next breakthrough in mental health came in the work of Sigmund Freud in the early 20th century. This second revolution in mental health introduced a psychological viewpoint. Freud demonstrated how severe conflicts, especially during early life, could furnish the psychological climate in which some type of mental illness could develop. Freud drew attention to our inner motivations and particularly to our unconscious motivations.

Other contributions of Freud influenced many areas of modern thought and behavior. He established the importance of unconscious processes as the basis of many forms of mental life such as the content of dreams, forgetting and slips of the tongue. Most importantly, he developed a method of treatment of personality disturbances called psychoanalysis. Although many of Freud's ideas and methods were criticized, he produced a revolution in some of the basic ways of evaluating all types of human abnormality.

The third revolution in mental health is still going on today. This revolution relates abnormal behavior to the entire web of interpersonal, family, community, and societal relationships. Society is aware of the increasing amount of mental cases and steps of prevention are being taken as well as invention of better treatment methods. Sponsored by state and federal governments, research has increased with greater awareness of the complexity of problems of abnormality.

Professor challenges 'Chart' article

To the Editor:

Having read through the article on me in the latest issue of The Chart, ("Saltzman Doubles as Comedian," 5 November 1981, p. 3), I was most disturbed to find Satellite School, the alternative high school where my wife is employed, described as a repository for drug addicts, potential social outcasts, and in short, students unfit for the "normal" academic community. This was hardly my description of the school; more important, Satellite School has long labored under similar misapprehensions by the Joplin public, and your article has helped to set back their efforts. In fact, Satellite School is just what I said, an alternative to high school's typical channels and conventions; however, it is in no way a watered-down substitute. Furthermore, it does not and never has accommodated drug problems; to be sure, Satellite School is as viable an alternative to high-level students who might profit from more individualized attention as it is an option for those students who cannot keep up with their regular high school classes.

Airing my resentment is not enough, of course, to set this error aright. I expect a front-page retraction in your next issue. Use the following as a guide: "The Chart apologizes for its mistaken description of Satellite School in a page three article in its November 5 issue. Satellite School is in no way connected with drug problems and is in no sense a rehabilitative or a punishment facility. We regret our offense to what is in fact a full-fledged alternative secondary program."

The remainder of the article was a hodgepodge of grammatical misadventures and misquotes. That I was consistently misquoted and/or misrepresented is troubling enough—one wonders if, indeed, copy is edited at your paper—but the damage done to Satellite's program is inexcusable. Rest assured that I eagerly await whatever restitution you can manage in your next issue.

Art Saltzman
(English Department)

An important point missed, says Subramanian...

To the Editor:

Recently there have been a few letters in The Chart regarding the so-called "eligibility problem." Professor Bodon has made some suggestions which have in part been refuted by Professor Phillips. However, both letters have missed an important issue.

Dean Dolence has outlined the events that led to this institution having to forfeit several football games. It is not my intent to go over these. However, some important details have been left out. When the football player in question went to class for the first time, he had been absent for at least 14 days and had a handwritten class card. The student was allowed into the class and informed that a test

had been scheduled for the next day. The student had claimed that he had been sick during all of his absence; however, one of his teammates had been taking notes for him and that he would take the test. He never showed up again for the class.

Professor Bodon suggests that the coaches be informed when an instructor intends to drop a student. Besides creating a special status for athletes, even as a courtesy to the appropriate coaches, the idea is impractical. In the present case given the sequence of events that followed the dropping of the student, I am not sure what a phone call would or could have done. Unless, of course, outside pressure had been brought

upon the instructor not to drop the student, the student have become ineligible and we would have had to forfeit four games.

Dean Dolence's letter clearly points out that the problem is one of communication or the lack of it. It is unfortunate indeed that the President of the College did not know the exact drop date until after the return of the Registrar from his vacation. If it is important for the athletic department to know which of their students have been dropped by their instructors, perhaps arrangements should be made with the Registrar to inform the appropriate coaches. I do not believe that it is the teachers' job to do that.

Professor Bodon would have us believe that the coaches are far busier than other instructors and that the athletes are more motivated than other students. That is a question of perspective. Most of us are busy in our own ways both professionally and in what we do for our college. As for students, athletic students may have a different set of priorities than non-athletes. To say any one group has the right priorities or is more committed to the goals does, to say the least, great injustice to the other.

The real issue here is that we have failed to realize that athletics, no matter how important, are essentially extra-curricular activities. Any student who attends

this institution does so to gain an education. There are many outstanding small colleges without an outstanding football team. I am not sure the converse is true. The tragedy then is not that the coaches were not informed by the instructor when the football player was dropped, not even that we had to forfeit four games. The real tragedy is that when an instructor tried to live up to his professional commitment and to uphold the academic excellence of this institution, he did not receive the wholehearted support of his colleagues. Somehow this makes all our high-sounding words of commitment to academic excellence rather hollow.

P.K. Subramanian
Professor of Mathematics

...System does not provide for moral error: Starkey

To the Editor:

It is with some trepidation that I become openly involved in the squabble over the ineligibility of an athlete at MSSC.

However I believe the time has come for someone who has had experience as a head coach (13 years total, eight in college) as well as a general faculty member (sixteen years at MSSC) to speak out.

1. Faculty members do not have any moral or legal responsibilities to coaches per se, that is, no faculty member is morally or legally bound to tell a coach anything about a student athlete unless that

student agrees to the release of the information (transcripts not withstanding).

2. Coaches do have some moral and legal responsibilities to the school and the faculty. No coach should expect preferential treatment for any athlete beyond what a faculty member would do for any student.

No coach should expect faculty members to be aware that an athlete is in their class unless that faculty member is directly informed.

This college was not developed to provide a job for any of us. This

college was not developed to provide a football team or basketball team for which taxpayers and local booster groups make large expenditures.

This college was developed to provide for the educational needs of the people in southwest Missouri. This fact makes it very difficult for me to feel good about a Mission Statement concerning academic excellence when it is well known that our athletic staff travels tens of thousands of miles per year to recruit players from great distances (many hundreds of miles) for whom it is difficult to provide adequate learning oppor-

tunities. It is doubly difficult to see that these student athletes are making positive progress toward a degree (N.A.I.A. requirement).

As for fixing blame, there is little reason to fix blame; though most of wish to. The sole responsibility for the embarrassment the school has suffered lies not with the professor that dropped the student, but the student dropped, and those responsible for attempting to cover for his irresponsibility.

I would be remiss if I did not express my sadness at knowing the results of the irresponsibility of a single player and the negligence of

the athletic director. I am deeply sorry that many of the fine young men on this campus must also suffer along with the guilty. However, our system does not provide for these moral errors.

I am not sure that agonizing over what to some is a trivial matter will be to any avail. The personal pressure I felt to express myself outweighed the anxiety felt as a result of not doing so.

Sam J. Starkey
Associate Professor
School of Education and
Psychology
Missouri Southern State College

...Parasites make mockery of educational process

To the Editor:

I am very disappointed that one of the instructors who interacts so well with students both in and out of the classroom should be harassed and made to feel the culprit for the forfeit of MSSC football games this fall. The plain facts are:

1. The student in question did not make an attempt to attend class or to take an exam in the course.

2. The instructor initiated a course drop which is a part of normal policy.

3. This placed the student below the 12 cr. hr. minimum required for eligibility.

4. Since once a player is ineligible, he can't be reinstated without using up another year's eligibility and since this particular player has already used his four years of eligibility, the games he played

after he became ineligible must be forfeited.

If it is wrong for a veteran to defraud the government by signing up for courses which he has no intention of attending, then it is wrong for a football player to defraud the financial aid office by signing up for courses which he has no intention of attending. The instructor thus has a moral respon-

sibility to drop students who do not attend. Failure to do so makes them an accomplice to the fraud.

I have heard a lot of talk about Missouri Southern striving to be the best institution that it can be and how we are working for academic excellence. If this is true, then it is time for the administration to support those who conscientiously strive toward this end and it is time for the administration to

make it clear that there is no room for the parasite who makes a mockery of education. (I do not equate all student athletes with parasites. Some of the best students on this campus participate in intercollegiate athletics. I hope they are not too disheartened by this mess.)

Dr. William L. Ferron
Dept. of Biology

Orientation

Orientation class becomes point of concern

By Chad Stebbins

Freshman orientation — one of the oldest and most controversial courses ever taught at Missouri Southern — faces an uncertain future after recent criticisms by faculty members and students.

Several faculty members resent having to teach the course and not getting compensation for doing so. Students often feel freshman orientation is a waste of time and effort. Southern's Faculty Senate recently spent an hour debating the importance of offering such a class.

"Every three or four years there has been an assessment of freshman orientation," said Dr. Floyd Belk, vice-president for academic affairs. "It's a mistake not to review any class the college offers. Orientation is not any different — there is always room for improvement."

"Students are our first consideration. After that, we ask ourselves what we can do to help the instruction. A number of faculty members feel that freshman orientation is an overload. They want additional payment for teaching it. We do have a mixture of compensation for it now, though."

Some faculty members believe that the course is too loosely structured and do not feel comfortable teaching it. Others, however, enjoy choosing their own topics and like the informal seminar method of teaching.

"Freshman orientation is as good as the effort, interest and ability of the instructor," said Dr. Eugene Mouser, director of academic services and former coordinator of the orientation program. "We've had some faculty members that have just done outstanding jobs. Other teachers are just more comfortable in a lecture-style class. They were not that interested in our program and never built up the relationship we were looking for."

Larry Karst, who has taught a freshman orientation class every semester since 1968, said: "We need to locate a dedicated and sincere group of faculty members that are willing to teach the course. Advising is every bit as important a job for an instructor as teaching classes. As a counselor, I've seen the negative effects of students not having the course and the positive effects of them having it."

Elaine Freeman became the coordinator of the orientation program in 1980. She said, "I feel real good about our program. I like the idea of our using small student groups. One solution would be for us to go back to the larger group concept. But that first contact can be so positive in a small group setting. I would like to see us working with faculty members that feel comfortable teaching it."

"Compensation should be a part of freshman orientation," said Karst. "It would be a factor toward a positive change in attitude. There have been no accolades or monetary compensation yet for

teaching the course. Right now, there are a limited number of faculty members that want to teach it and they are being over-worked."

Added Mouser, "I would hope that some recognition could be given to those who teach the course. If people were getting paid for teaching it, we could approach the class differently. But I don't see how the college can possibly pay teachers for it because of the budget crunch."

George Volmert, who together with Belk and Dudley Stegge taught freshman orientation when it was a non-credit course in 1967, said: "I think it is one of the best courses a student can enroll in. It is required of every freshman, but won't keep them from graduating. There is a lot of information that needs to be given to the beginning or transfer student. Orientation makes college so much easier."

As a result of taking the course, students in general become more knowledgeable about the various services offered on campus. Irma Hartley, college nurse, said: "Before we started having orientation classes, 80 percent of the students didn't know that a nurse was even available. Now, more and more students are using our services. I have students in and out of my office all day long."

Mary Lou Dove, periodical librarian, said: "More of the students will come back to the library after they have had freshman orientation. They are not afraid to ask questions. I do have some reservations

about the course, though. It sometimes causes a disturbance when the orientation students are given a tour of the library. Those people who are in the library studying are bothered by the noise factor."

Most other colleges and universities currently utilize a one or two-day orientation program before classes begin. Much information is covered in one long session.

"We have found that an increasing number of schools are going to a longer orientation program," said Freeman. "Others are just looking at the possibilities. These schools wouldn't be researching a longer program if they were satisfied with what they presently had."

Added Karst, "Other colleges are now perceiving the need for orientation courses. They are finding them important as far as student attrition is concerned. When you have more contact between the faculty member and the student, the attrition will decrease."

"In recent years, there has been much unwarranted criticism of our orientation program. Some faculty members have lost sight of what it was supposed to accomplish. If freshman orientation is taught by dedicated instructors, it is an extremely valuable course."

"I think our program can stand a lot of improvement," said Mouser. "But the program we have now is much better than not having one at all."



It was for no credit when college began

When Missouri Southern moved to its present location in 1967, freshman orientation was a non-credit course. Dr. Floyd Belk, dean of students; Dudley Stegge, dean of men; and George Volmert, counselor, taught 24 different orientation classes.

Each class, which consisted of approximately 25 students, met once a week in Room 309 of Hearnes Hall. The class helped students adjust to both academic and social life at Southern.

"Our studies showed that students failed at college not because of a lack of intellectual ability," said Belk, "but because they were unable to cope with personal problems. Students have trouble moving from high school to the college atmosphere."

"They're lonely, have no friends and need someone to go to for advice. College students also fail because they don't know the rules and regulations, such as the course drop date."

In 1968, Dr. Merrill Junkins, director of guidance, and Larry Karst, counselor, taught four large sections of freshman orientation in the Spiva Arts Center. Each class had from 50-150 students. Freshman orientation was given a psychology line number and was worth one hour of credit to the students.

"It was really chaotic back then," said Karst. "We taught the class in the traditional mode, but used an on-going approach. In teaching large groups like we did, you can get by with a small staff."

Dr. Eugene Mouser replaced Junkins in 1970 and taught freshman orientation with Karst. Again, four large lecture sessions were held with 125-200 students per group. The course was taught on the third floor of the College Union.

In 1975, Mouser and Junkins studied the orientation system used by Austin College in Sherman, Texas. They developed the concept of having faculty members teach

freshman orientation at Southern.

"Since we were a commuter school," said Mouser, "there were not enough activities for our students to get acquainted with the college. Students also needed to have a faculty member to rely on. We tried to build up a positive relationship between the two."

"We also wanted students to get better acquainted with other students and to develop a peer support group."

Thirty-five faculty members volunteered to meet with groups of 15-20 students for 12 contact hours during the semester to implement the objectives of freshman orientation in 1975. The methodology of instruction was left to the individual faculty member.

"Several faculty members didn't feel comfortable with so little structure," said Mouser. "Others did very well. We came up with some objectives for the teachers to cover in 1976."

"I asked for volunteers that first year. Later, I asked department heads and deans to recommend faculty members to teach freshman orientation. They had a better knowledge of who could teach the course than I did."

Elaine Freeman took charge of the program in 1980. She developed and compiled *The Lion's Guide*, which was required for orientation students to purchase this fall in the college bookstore. A *Lion's Guide* for faculty members that included additional information was also designed.

"The purpose of the guide was to provide some uniformity to the course," said Freeman. "I've received some very good feedback from both students and faculty. I plan to update the guide each year."

Said Karst, "Freshman orientation is better structured today than it was in the past. We have some direction now. I just wish it was a more popular course at Southern."

Students voice varied opinions on course

By Traci Scott

Students across Missouri Southern voiced opinions regarding freshman orientation in light of a recent Faculty Senate discussion concerning the importance of the course. The following comments are a sampling of the variety of opinions.

Freshman Paula Carpenter said, "It was an easy class. I learned how to figure grade point averages and it was interesting seeing the crime lab. I think the class should be available to anyone who wants to take it. They should keep it going."

Dayne Deering, also a freshman, said: "It was all right. Some in-

structors do a better job than others when they use demonstrations. I liked the class. It helped me, but the test was stupid."

Sophomore Sandy Patton said, "I thought it was beneficial. It wasn't demanding, and helped to cure freshman confusion. After orientation, I knew where everything was and I became familiar with the administration."

"It should be required for all freshmen. It will be a loss to incoming students if the class is dropped. I'd like to see more faculty members come into the class. Students are more confident when they see and talk to an instructor and know what he teaches."

Vayla Thomas, freshman, said: "The class isn't so bad; it's an easy credit. But it shouldn't be so long and drawn out. Freshman orientation shouldn't be a mandatory class. Some colleges have orientation as school begins or just prior to that to familiarize students with the campus in general."

Junior Ron Alumbaugh said, "The class did help me some. I learned about the campus. It should be a mandatory course if the program is revised. Some freshmen really need the class; they should keep it. Maybe two days before the semester or the first two days of school would be sufficient."

Chuck Duffield, freshman, said: "The class is all right. I know where everything is now. We might as well keep the course. It helps get a lot of people oriented."

Sophomore Paula Flesher said, "It's an easy credit, but was a waste of time for me because I was already oriented. The sole purpose of the class is to make students familiar with the campus. I wouldn't care if it was dropped."

Lori Reed, freshman, said: "It was fairly helpful. The library introduction helped me the best. The class was easy and helped me make friends. This would be a loss if the program was dropped. They need to expand the whole class to cover new areas of education."

Faculty seem to agree: course needs changing

By Brent Hoskins

Missouri Southern's freshman orientation course has been discussed with both praise and ridicule by a number of faculty members and students. The question generally arises as to the importance and necessity of the course.

In a random selection, eight instructors were questioned by The Chart as to their various opinions and attitudes toward the course as it currently exists. The responses vary in some aspects but correlate in others. The views expressed deal mainly with the curriculum included in the course, the course as a requirement and whether the course is a burden to teach. The basic consensus is that changes should be made.

Dr. Judy Conboy, head of the social science department, explained that the class "is no burden to teach if it is taught on a voluntary basis." She feels, however, "that if it were not on a voluntary basis then it would be tedious to the instructor. It takes imagination to do a good job."

"I feel that the class serves a good purpose in that it familiarizes students with the college and the degrees available, which should be considered valuable," said Dr. Conboy. She added, "Because of the lack of uniformity in teaching, maybe the class

should be required for just pass or fail instead of for a grade."

Dr. James Jackson, associate professor of biology, feels that the course "is no more of a burden to teach and prepare for than any other class." He explained that he had taught the course in the past and liked the fact that it was very flexible.

"The class is to the advantage of the student depending on how it is taught," said Jackson. "I think it is real important for students to know what it means to be in a liberal arts college and to know why they must take the general education requirements. I feel that the freshman orientation class causes students to look at college not as a barrier but as an experience."

Dr. Ann Slanina, associate professor of English, said, "I feel that I spend too much of my time setting up times for meeting at various points on campus." She feels that the course "should be more oriented on how to study rather than having to learn the different points on campus."

"The present course could be presented in about three sessions in large groups instead of taking eight weeks," she said. "I think that in place of freshman orientation, the college should just require students to take the one-hour library course."

Since freshman orientation generates a large number of credit hours for the college to include in

its budget requests, many instructors feel that they should be compensated for teaching the class.

"The college may be receiving extra money appropriations because of freshman orientation," said Dr. Joe Shields, assistant professor of mathematics, "yet we don't receive anything for teaching it."

Shields feels that "most students benefit from the class to some extent. The question is whether the students get as much out of the class as the instructors put into it." He also agreed that eight weeks was too long for the course to run and said "the college could run a one-day program for freshmen prior to registration."

Business instructor Delores Honey said that the course "is worthwhile to a point but could have fewer class sessions. Eight sessions is a little excessive." Honey believes that the campus tours should be given by seniors instead of the instructors. She also felt that the course should count only as credit and a grade shouldn't be given.

"I think that the course needs about two sessions," said William Livingston of the mathematics department. "The current course is an overkill." Livingston expressed the belief that a lot of students find the course insulting. The campus tour portion of the course is not necessary. It isn't hard to find buildings."

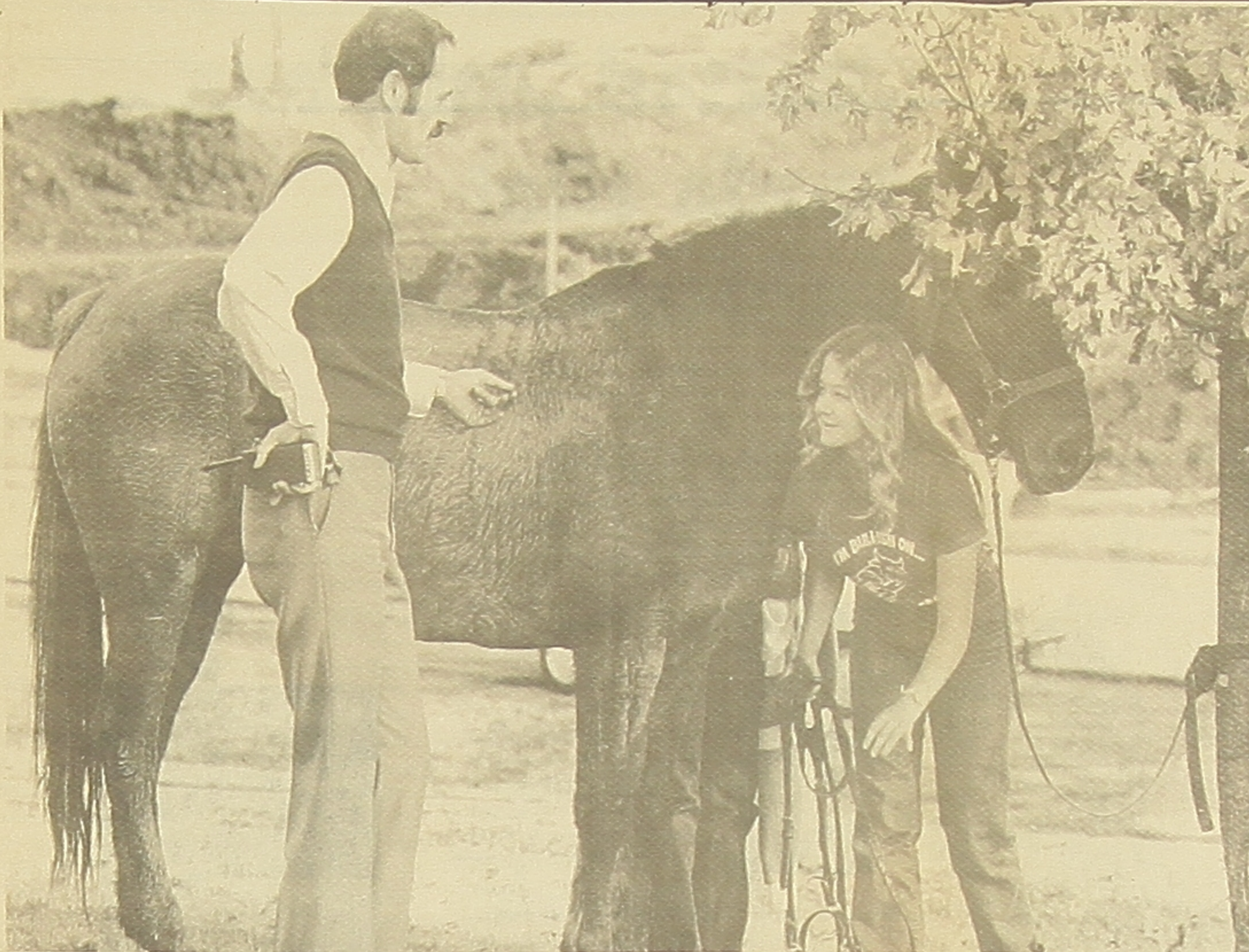
Livingston feels that "students need only to be

told about the library, proper study methods, and what will be expected of them by the teachers for their areas of study."

Dr. Merrell Junkins, professor of psychology, said, "I feel that freshman orientation is an important course and that it needs to be done, but I don't feel good about teaching it. Since it's a different type of course, it's difficult to get prepared." He added, however, that "it sounds to me as though Southern is doing the right thing and the format for the course is sufficient." Dr. Junkins noted that after discussing the course, no one in the psychology department resents not getting paid for it.

Currently as an addition or perhaps an alternative, a group of instructors have joined efforts to develop several video tapes for freshman orientation. Dr. Leland Easterday, associate professor of education, explains: "We've been working on making video tapes featuring students speaking on note taking and reading skills in the different types of courses." It is hoped that each department will make a tape since notes will be taken differently in various fields of study.

At this point the fate of the current freshman orientation course is uncertain. However, if input for changes in the course continue from faculty and the students, some degree of change is inevitable.



Greg Holmes Photo

Melanie Weeks, sophomore, rode her horse Gypsy to Southern last Wednesday to the notice of many, including John Miller, director of safety and security. Said Weeks, "When I came out of class I expected a ticket to be on the horse." Said Miller, "We have no regulations pertaining to commuter horses."

Birdman began life of crime at age 19

By Peter Shanafelt

Robert Franklin Stroud was a loner.

He became a hobo at the age of 13 and by his 19th year he had killed a man in Juneau, Alaska. In 1909 when hangings were common and many people believed that capital punishment was an effective deterrent to violent crime, Stroud went into Charles Dahmers' shack and shot him to death with a .38 caliber handgun.

He felt justified in murdering the bartender because Dahmers had roughed up a prostitute that Stroud was living with. After committing the crime, he turned himself over to the federal marshals office. He pleaded guilty to a charge of manslaughter and was given the maximum sentence of 12 years. Stroud thought this was too much time for his crime.

He was labeled as "hard case" by his jailers, and was transferred to main federal prison at Ft. Leavenworth, Kans. Shortly after his arrival he was given an additional six months for stabbing a fellow inmate.

In spite of his violent nature, Stroud made advancements in

prison. In a relatively short time of three years, he received diplomas in drafting, music, theology, and mathematics from the Kansas State Agriculture College.

In the spring of 1916 Stroud's younger brother Marcus came from the west coast to see him. The men hadn't seen each other in seven years and when they were still unable to meet because of a weekend ban on visits, Marcus left a basket of fruit and a note telling his brother that he would be able to stay until the ban was lifted and visit him then.

Stroud whispered about the matter to the con in the next cell. Andrew F. Turner, a guard, warned him that he had broken the rule on silence. If reported, Stroud would lose his visiting rights. Stroud confronted Turner in the dining area about his report of the incident. No fewer than 1,000 inmates were in that room when Stroud produced a knifelike object and plunged it into Turner's chest. Stroud was tried three times. He was convicted of murder on June 28, 1918, and was sentenced to be hanged.

Stroud's mother appealed to the wife of President Woodrow Wilson to ask her husband to have mercy

on her son. On April 15, 1920, Wilson commuted Stroud's sentence to life in prison. Prison officials placed the twice-convicted killer in solitary confinement. He would stay in solitary confinement for 42 years, longer than any man in U.S. prison history.

Convicts in confinement are allowed to walk in a small enclosed area for one hour each day. During an exercise period in 1920 Stroud found a nest of baby sparrows that had been knocked down in a rain storm. One of the four birds had a broken leg. Stroud smuggled the orphan fowl into his cell. Using a matchstick for a splint he healed the small bird and raised all of the sparrows to adulthood.

He trained his birds to do tricks. At his command they would play dead, roll over, or pull a small cart. Stroud asked for and got permission to keep his birds.

Eventually Stroud started raising canaries. Using cigar box cages, he kept as many as 300 in his cell. The warden allowed him to knock out one of the cell walls to make more room for his birds. When his birds became sick he was permitted to set up a lab to help him find cures for them.

He pursued any field that helped him better understand his pets, medicine, pharmacology, chemistry...

By 1930 he was noted as the top authority on small caged birds. He sold his canaries to people on the outside. In 1931 inmates were forbidden to make money from private enterprise and Stroud stopped selling his birds. In 1942 he smuggled out a 60,000 word manuscript that he had printed and published. Stroud's *Digest of the Diseases of Birds* was against the rules, and he was transferred to Alcatraz that same year.

He didn't have birds at the Island prison, but he continued to learn.

He became fluent in Spanish, French and Greek.

He wrote a book on prison but was never allowed to publish it.

In 1955, Thomas E. Gaddis wrote *Birdman of Alcatraz*, [Random House]. As a result of public pressure, Stroud was taken out of solitary confinement at Alcatraz and was transferred to a prison at Springfield, Mo., in 1959. On Nov. 21, 1963, he died in his sleep at the age of 73.

Smoking still poses high school problem

By Brent Hoskins

Smoking among high school students still remains a problem throughout the nation although in the past several years the number of teenage smokers has decreased. The decrease is thought to be the result of both the anti-smoking campaigns, the high cost of the habit, and a decrease in peer acceptance.

Between the years 1975 and 1980 a survey involving 17,000 high school seniors was conducted by three members of the University of Michigan Institute for Social Research. It was found that the most drastic change in substance abuse now occurring among American young people is the sharp drop in regular cigarette smoking. Public health campaigns dealing with smoking were found by researchers to have had an important impact upon students.

Early reports from the study showed that cigarette smoking rose considerably among female seniors in 1977. This eliminated the long-standing difference between the rates of smoking of male and female students.

The researchers found that in 1977 smoking among high school seniors of both sexes had been steadily decreasing. They found that the number of seniors smoking daily had decreased by more than one-fourth in just three years.

Acceptance of cigarette smoking by peers was also a factor of those students surveyed. In 1975 when the survey began, 55 percent felt that their friends would disapprove of their smoking. In 1980 the number of students had increased to 74 percent. Throughout the survey nearly all of the students said that their parents would disapprove of their smoking regularly.

It is interesting to note that the survey reported that 36 percent of the students who did not intend to go to college smoked. Only 19 percent of the college-bound students smoked.

The results of the survey correlate with recent statistics in the

Joplin high schools. Memorial high school principal Dr. Vernon Hudson explained, "Physical evidence of cigarette smoking at Memorial has decreased in the past seven years." He said the decrease might be attributed to either "better supervision or the high cost of smoking." Dr. Hudson added that "just as many girls are caught as are boys."

Dr. Hudson feels that at the age of high school students, very few are actually addicted to the habit. However, he explained that he had seen students "who could hardly make it through the day without a cigarette." Dr. Hudson said that "those with the habit have likely been smoking since the age of nine or ten."

Parkwood high school assistant principal Skip Drouin also reports a decrease. Drouin said, "The number of students officially caught is down about 20 percent." He, too, has found that just as many girls are caught which "shows a definite increase among girls smoking."

Perhaps the main reasons for the decrease in students smoking in the Joplin high schools are the consequences. Any student caught smoking or carrying cigarettes must attend a smoking seminar which is held every other Saturday at Parkwood.

When a student is caught for the second time he must attend the transitional learning center for five days in place of regular classes. The student is isolated from other students in the entire day and must study alone. They must bring their lunch and are not allowed at school sport activities or dances during the five days.

When caught for the third time they must attend the learning center for 10 days. The student is suspended from school for 10 days if he is caught for a fourth time.

Whether it be anti-smoking campaigns, the cost of cigarettes, or the penalties, smoking among high school students has definitely declined. However, the problem is far from gone.

Writing seminar slated

Sigma Tau Delta, Missouri Southern's nationally affiliated English honors society, is sponsoring a writing seminar on publishing with a religious focus. The seminar is scheduled from 3 to 5 p.m. Sunday at the Ecumenical Campus Ministry Building.

There will be a guest speaker at the seminar — Dr. Joanna Freeman, professor of English at

Pittsburg State University. Freeman has published several articles, a textbook and is currently associate editor of the "Heartland Harvest," which is a religious publication.

Since refreshments will be served, persons planning to attend are asked to contact Dr. Ann Slamina, Hearn Hall 311c, ext. 234, by Friday.

Student Senators give views on instructor drop of athlete

By Andrea Brinkhoff

Student Senate members voiced their opinion on the instructor drop policy at Missouri Southern. There has been a rising concern on campus over the athletic eligibility situation. The present drop policy was initiated by the Senate in 1976, and a new policy is being considered.

"I like the policy we've got," said senior representative Tim Weathers. "If a student doesn't care about attending classes, he should be dropped. It's just a waste of his time and the instructor's."

"There should be a set standard on student notification and it should be enforced. It doesn't matter if you are an athlete or not — you should be notified. With Tom Fisher, the drop may have been handled wrong by the registrar's office."

Jerry Tucker, senior representative, said: "I'd like to see the registrar's office inform students before an official drop. When a student drops a class, he must inform the instructor. It should work both ways."

"I don't think there is any prejudice against athletes at Missouri Southern. Most athletes I have in class are good students and conscientious about their studies. They are almost more conscientious because they have to deal with practice everyday."

Said senior Ivy Pugh, "Students need to be informed of the present policy, but much depends on what type of class it is. We should have a clear understanding about what the teachers expect beforehand."

"To a certain extent, Tom Fisher's drop was an injustice — he should have been told. But the teacher had every reason to believe he wouldn't show up for class."

Even though some Senate

members feel that Fisher was not done an injustice by being dropped, they do feel they present drop policy needs revising.

"Fisher was not particularly done any wrong because it was the policy," said sophomore Debra Couch. "It seems they are using the attendance policy for veterans and scholarship recipients. The drop should be up to the student. I feel that the policy is carry-over from the junior college days and needs some updating."

Senate member Eve Gabbert is planning to propose a resolution to the academic policies committee.

"The whole policy needs to be revised and done away with," she said. "When a person comes to college, they should be mature enough to be responsible for their actions."

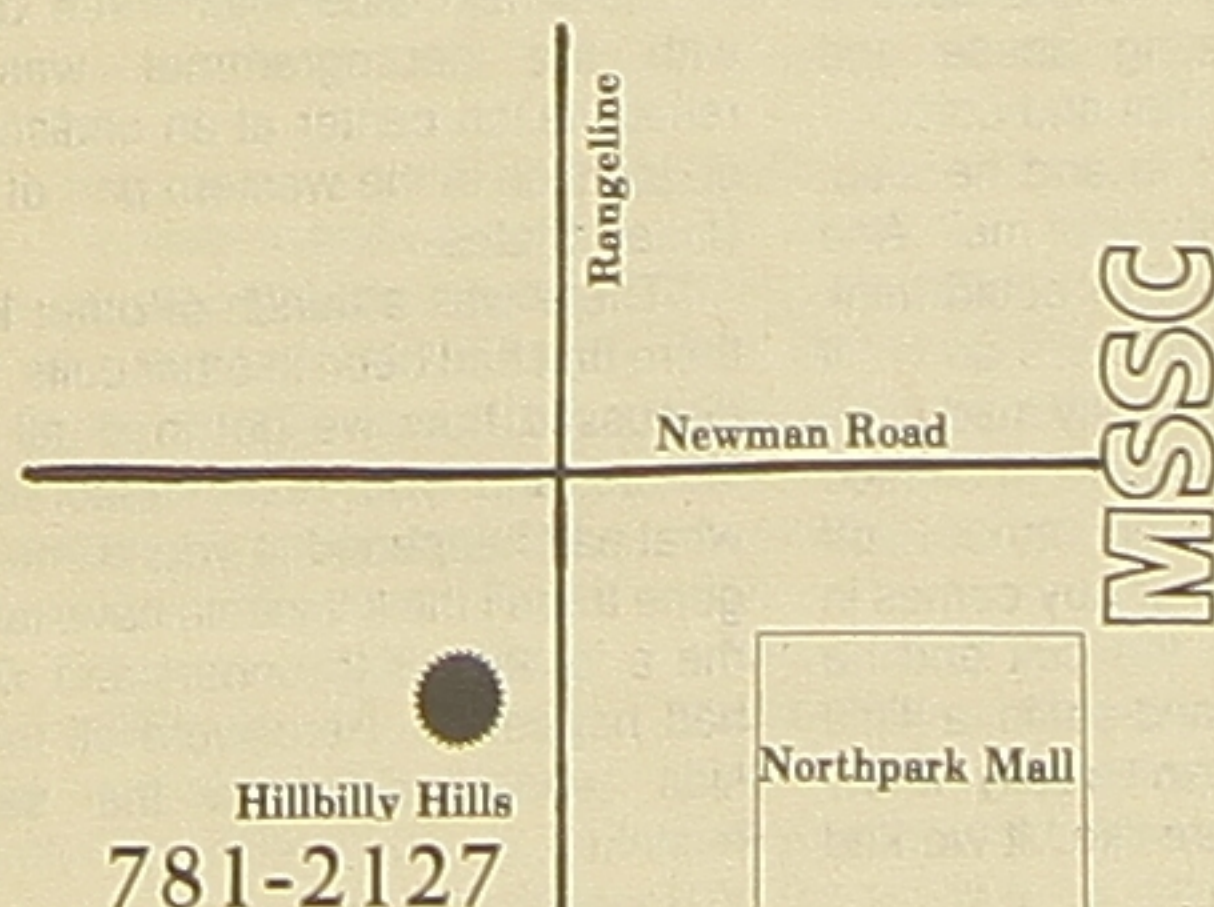
"If a student can't be responsible for dropping a class when they should, how are they going to be able to handle more serious responsibilities in the real world?"

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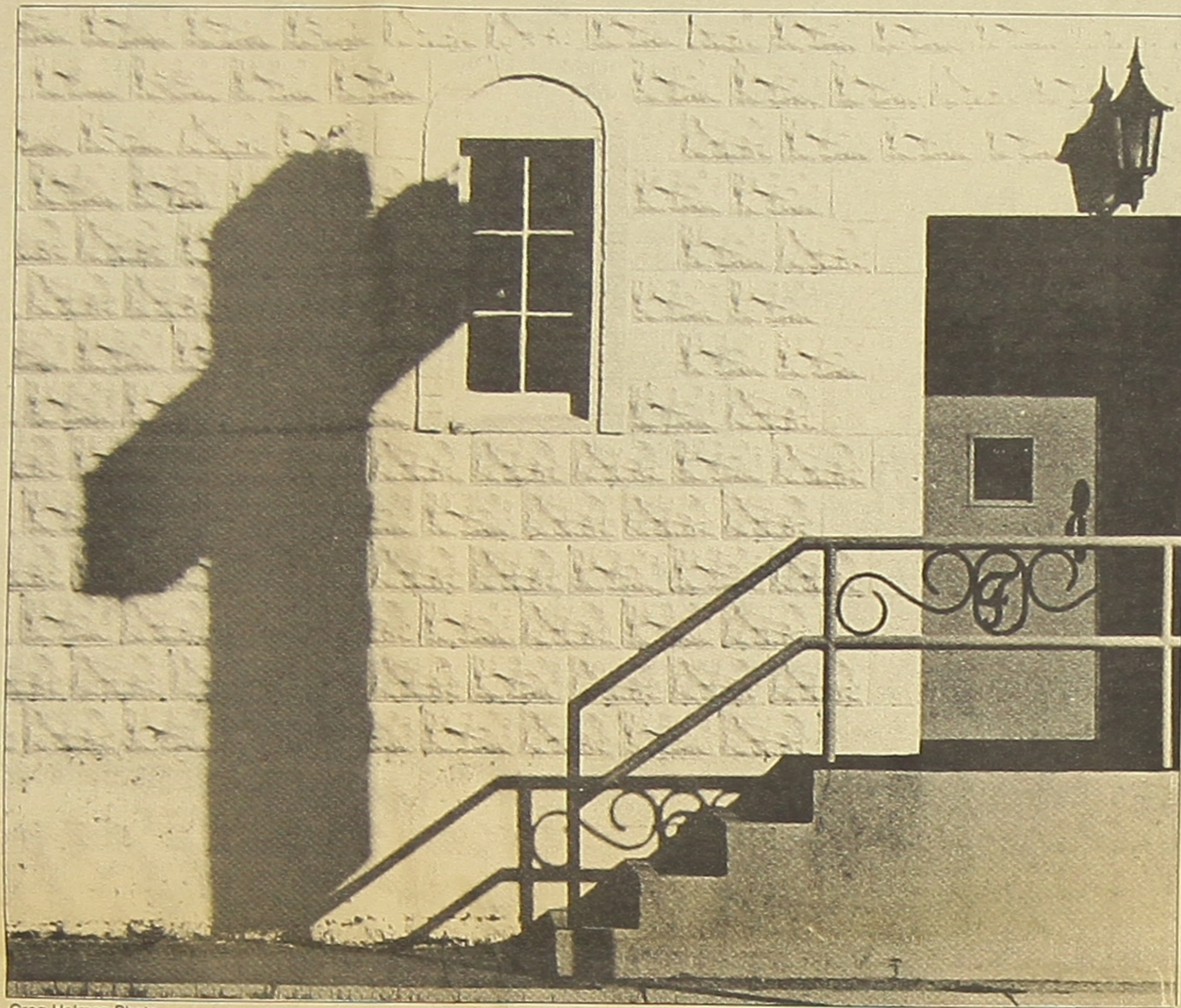
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Religion

'I guess I wanted the security of love ... or what appeared to be love'



Greg Holmes Photo

By Greg Holmes

Cult membership is a familiar phenomenon to one Missouri Southern student who is an ex-member of the Hare Krishna cult. Lisa (not her real name) graduated from an area high school in the spring of 1979 and was president of her senior class.

Lisa's first contact with the Hare Krishnas was in June of 1979 when she was first introduced to members of the cult by a relative who, although not a member, sympathized with their beliefs. Initially Lisa was skeptical of the cult but later her attitude changed. "I thought, maybe I am being unfair. This really might have something to say. They flattered me and fed me, and I was impressed."

Upon her return to Joplin, Lisa's mind was set to join the Krishnas for a variety of reasons, the foremost of which was love. "I guess I wanted the security of love — or what appeared to be love."

Other reasons cited by her include rebelliousness, longing for truth, and immaturity.

"Basically it was rebelliousness. I felt like [my parents] were strict, so I was breaking away from that. I was saying, 'See, you don't hold me down. You can't stop me from doing what I want to do.' I was also searching for truth. I'd turned away from my Christianity. I just blocked it out of my mind. Everything they said I could fit into the realm of Christianity. I could make it agree with the Bible. The rationality was irrational. I didn't think that it contradicted my Christianity. Also my age, I'm sure had something to do with it. You know, when you're getting out of high school and going into college you have a lot of doubts and fears about where you're going in your life and something sure and set up pattern-for-pattern from the way you eat to the way you talk is a very attractive thing, and I remember thinking their devotion was just unreal and that

was also a way to go in and do something with lots of devotion. It was obvious to my parents that I was brainwashed. Everything that came out of my mouth was Krishna philosophy. I was going to go there and I wasn't going to lie about it."

After two weeks in Joplin, on July 11, 1979, Lisa did just that. She boarded a bus to St. Louis and met a relative who gave her a plane ticket to West Virginia. She settled there in a Krishna camp called Vrendabin.

"In my heart I was lonely and dreaded the day. I was afraid I would go to this strange planet or come back as a dog if I died thinking the wrong thing; that was part of their philosophy."

"My first three days were hell. I had dreams about my family and I cried and they told me I was being sentimental, so I bucked up."

Familiarization with Krishna philosophy and lifestyle occupied Lisa's first month in the cult. She also helped build a temple.

"During this time I only slept about four hours per night. A fatigued mind is also a more easily brainwashed and manipulated mind. The diet that you eat is very high in fat, very high sugar, and very high carbohydrate and very low protein. They use white rice. They have no conception of nutrition. It makes your brain very fuzzy."

After her first month in the cult, Lisa traveled extensively in the U.S. earning money for the Krishnas at events such as concerts and horse races.

"I wanted to earn money for them — like a crusader or missionary. I think I might have had some underlying desire of getting out of this place. ... of seeing the world because they

let you dress in regular clothes. I went out and made the money and I was devoted. I made \$200-\$300 a day. ... It hurt to lie, at first. It was horrible, awful, very much against my nature. You walk right up to a person, put a pin on them, look them in the eye, smile at them, tell them you're a false organization [and] ask for money. I swear, before you're finished they have a dollar in your hand. People are so easily manipulated. It was really hellish. ...

was always very lonely."

During this time, loneliness was her main problem.

"In my heart I was lonely and I dreaded the day. I was afraid I would go to this strange planet or come back as a dog if I died thinking the wrong thing; that was part of their philosophy."

Eventually, longing for her family prompted Lisa to send them a letter. Her family wrote back to her and included messages from her young sister.

"Sometimes it would make me cry. Kids just have a way to your heart. I felt I'd done her wrong by up and leaving her, and I knew she wouldn't understand. They told me my grandfather was dying, and I thought I had to tell him about Krishna so he wouldn't come back as a dog."

During this time the cult had engaged Lisa to one of its members.

"In the back of my mind I thought it would be great to have somebody to talk to. I said no for a long time and

then I finally said, 'Well, if that's what the guru wants. ... They did their flower song and then you exchange little red carnations and that's it; you're engaged. They wanted me to move to a farm. You see if it works for five months and if it does, then you actually live together. They said to get money from my parents for the wedding. Anyway, that never came to be because I went home to see my grandfather. ... and I was taken.'"

On Dec. 8, 1979, deprogrammers hired by Lisa's parents had found her and begun their work.

"I was taken to a nice little cabin... they use psychology on you. They try to get your emotions going because you're so zapped that [what they say] just doesn't phase you. I wasn't quite that far gone yet and I've always been kind of emotional anyway so it wasn't too hard to get me riled. They thought I was going to be tough and fight back, but I didn't. I got verbally abusive when they first got me. I was shocked. I felt like my whole family had betrayed me. It was really traumatic."

The two deprogrammers used a method of alternating abuse and comfort known as "hot and cold."

"This guy comes in and he said, 'Well, what do you think of me?' And I said every dirty word I could think of. He said, 'Well, now let's go in.' It worked on me. I was really mad then. And then he leaves after I'm all riled up and I can't even mouth off anymore and this other guy comes in who used to be in the cult and he goes, 'I know so-and-so is a little rough and he doesn't really know what the Krishnas are like.' It worked on me like a charm."

One day of deprogramming had produced confusion and doubt in Lisa.

"I was brainwashed. A guy comes in and he says everything you believe in, everything you have almost sold yourself to, is wrong. It literally shocks the brain. I was really confused and it was scary. It was

like: 'What now!' I felt humiliated and I kind of knew I was wrong. I knew something was funny. For the first time I was doubting. 'My gosh, maybe I have gotten into something that is off-the-wall.' For the first time I really thought about it. And so I was praying. I said 'God Almighty' because I wanted him to know I was going to reach the top guy. I said 'I've never doubted your son Christ...' I believed because I was given the gift of faith to believe. I said, 'I am so confused and I'm scared and I don't care if I never go back to the Krishnas,' and I didn't care. I said, 'Just show me what is right. I just want to know what's right.' And He did. It was like a light coming in on my head. I knew I would never be a Krishna again. I thought I'd try to go back and evangelize them because that's your first inclination. I thought, 'My, God, I've been deceived. I've got to tell all these people.' [I was] unrealistic about being able to convince them because they were brainwashed. ... and it would take the same kind of method to shock them out of it."

Lisa's next stop after three days with the deprogrammer was a rehabilitation center at an undisclosed location in the western part of the United States.

"There was a bunch of other kids there that had been in other cults. We discussed how we got in. ... all the factors and you really understood what had happened to you. If I hadn't gone there I think it would have taken me a lot longer to understand what had happened. Here were all these kids who had made the same mistake."

Rehabilitation lasted one month and since that time Lisa has lived with her family in Joplin and is attending Missouri Southern.

Lisa says that since her cult experience, communication with her family has improved. Regarding the relative who introduced her to the Krishnas she said, "We tease each other about it. It's good therapy."

... and Lisa, herself, tells about brainwashing

By 'Lisa'

[Editor's Note: The following is a personal essay by 'Lisa,' the Missouri Southern student who was formerly a member of the Hare Krishna cult.]

Religion in education is an issue calling for fair educating: for recognizing, acknowledging, and encouraging the freedom to develop a person's own questions, ideas, assimilations, and, ultimately, opinions on the given subject.

When determining fairness of education, contradictory ideals are revealed as differing feelings and beliefs, and convictions are marking religion's "half-acre" in education as a hazy plot of disputable boundaries. The principles and practices of teaching and learning such a subject have become an estate to be bargained for.

Teaching principle and practice is suspect to persuasive efforts. Informing objectively becomes an endless research project delving into the validity of informational illustrations on religions and their views.

Learning principle and practice is subject to the "learner's" personal thinking and emotion and insights.

To develop some structure of understanding fairness, background knowledge on the manipulative characteristics of brainwashing can provide a basis for understanding fairness as fairness relates to respecting personal free will.

Brainwashing involves a person performing some manipulative action which violates the freedom of the will through the intimidation of the mind or body or spirit. Fairly, it must be said that brainwashing also involves, at some point due to circumstances, the manipulated will choosing to relinquish one's freedom of intellect, freedom of actions, and freedom of sensing truth and untruth.

Of course, total manipulation and freedom from it totally are two conspectual phrases that could be in the process of definition for eons. So simply listing noted (1) manipulative actions of persons and (2) the vulnerabilities causes or the vulnerabilities preyed and played upon, best outlines brainwashing.

Manipulative actions are those actions which condition and soften up a person primarily for control purposes or, which dominate and persuade.

As reporters Carrol Stoner and Jo Anne Parke have written in their book about cults and brainwashing (*All God's Children*):

The process is not nearly as dramatic as the term and all the mystery that surrounds it suggests. Though the results may be cataclysmic, the mechanics are subtle and victims often don't even know they are being manipulated. The change is gradual and it begins when a recruit starts to behave, long before he starts to believe.

But the conditions of ego destruction and coercive persuasion—milieu control, mystical manipulation, the need for purity, confession, the separation of the group through the aura of sacred science, the development of a new language and the belief that all outsiders are unworthy and unfit for salvation—must all be present, in order for the subject to be brainwashed.

Each of the stated conditions either causes or brings to the surface vulnerabilities which

allow a person to become brainwashed.

The conditions intimidate a person physically, mentally, and spiritually, by milieu control (or environmental control), where there often are the physical demands of restricted diet, sleep, sex, and recreation. In the Hare Krishnas, for example, the diet is high fat, high refined sugar, high carbohydrate, and low protein. This diet causes the brain to become dull and fuzzy, the body to experience quick highs and quick drops of energy. And the six hours of sleep per day in this cult add to lack of energy to think or function. This all greatly aids the growth of anxious and unclarified feeling.

By milieu control one is also restricted to what he listens to, speaks, thinks, and learns. A language or "lingo" accompanies the small mental area from which thoughts are based and formed. This greatly intimidates one's mental capacity to reason as his scope is narrowed.

Spiritually one is manipulated to dismiss his freedom of his personal sense of truth and untruth via mystical manipulation which hints strongly that his ideas are wrong *period*. For example, in the Hare Krishnas beautiful, foreign and mystical drawings, paintings and figures are prominent along with an incredible reverence shown to them by the devotees. The Hare Krishnas gaze and pray and smile and worship towards them with singing and dancing. The total devotion is mystical, even queer, as they seem oblivious to any sort of pressure.

But it is superficial devotion practiced through a manipulated mentality and body that is full of anxious, fatigued emotions. Real understanding is not a part of behavior here. However, this is not always apparent to an observer.

It is evident that this manipulation causes some vulnerabilities which make brainwashing easier than without manipulation.

Of course, it is not always necessary to cause vulnerabilities in persons; some are innately "just there." In *All God's Children* they were listed as the condition of the need for purity and confession.

In *Why Men Confess*, O. John Rogge examines the one vulnerability from the standpoint of understanding why people confess to actions, thoughts, and feelings that they have not even committed, thought, or felt.

Speaking from the position of one who has experienced this, I say that I believe he tags the major vulnerabilities that make one susceptible to brainwashing. They are feelings of guilt, of rebellion, of lack of love, of need for punishment. These feelings are vulnerabilities because they are in dire need of channelling toward some solution which will ease them. With such luck it is easy to settle for something immediate which may look shadowy but is nevertheless a soon release and channelling. It is easy to settle for such comfort and ignore the trueness of value in the long run.

In education it is necessary to understand the aspects of brainwashing to insure that the principles and practices of teaching and learning recognize intimidations upon the freedom of a person's will. This is not to fear expressing opinions and presenting informational evidence but to "fear" or revere the intentions behind them.



The process is not nearly as dramatic as the term and all the mystery that surrounds it suggests. Though the results may be cataclysmic, the mechanics are subtle and victims often don't even know they are being manipulated. The change is gradual and it begins when a recruit starts to behave, long before he starts to believe.

For other students, religion has undergone phases since 1950

By Kelly Phillips

Religion on college campuses has undergone several phases. Today there are very few universities and colleges offering religion as a study. Many of the religious activities provided on campus have also declined; however, some churches have shown an increase in attendance: Southern Baptists up 18 percent, Assemblies of God up 37 percent, and Seventh Day Adventists up 34 percent.

Courses in religion grew in popularity in the late 1950s and 1960s. In the mid 1960s Princeton announced that 700 students were enrolled in religion classes. Stanford University and other large universities began to increase the faculty in

the department of religion due to growth.

A study in 1959 by Seymour Smith, president of Stephens College, showed 97 percent of the state universities offered religion courses, while 70 of these universities offered an average of nine such courses each.

The offering of such courses was practiced at a time when colleges were mainly conducted by various Protestant communions. During this time the voice for a learned ministry was great and it was acknowledged that courses in Hebrew, Greek, and even divinity studies were continued with state funds.

However, with the gradual decline of Protestant groups from administrative control of colleges and

individuals and the judicious conversion of many of these colleges from church-affiliated to non-sectarian so that they could qualify for Carnegie pension and other benefits, the decline of religion on campuses began to be marked.

Courses ranged from the Life of Jesus Christ, Old Testament Studies, to Hebrew and Greek. These classes and others dealt with moral values and critical issues about which students voiced concern. When the decline of these classes came about, campus ministers were sought to counteract. Their duty was to provide activities and counseling to students and faculty. Campus organizations hired these campus ministers to help strengthen membership. Organizations like Baptist Student Union,

Ecumenical Centers, and others endeavored to envelop the students.

The Vietnam war added to the growth of these organizations. Students were seeking the "answer to life." Figures show that 60-80 percent of the students were said to be conventionally religious, 5-15 percent rejected all religions, and 15-30 percent said they had a strong sense of religious concern.

At Missouri Southern the religious organizations of the 1960s were the Ecumenical Campus Ministry (ECM) and the Baptist Student Union (BSU). The ECM started after World War II when many were returning the college campus. The need was voiced for the "church to keep in touch with the students." They sponsored a coffee house, creative writing courses,

group projects, and guest speakers. The ECM at that time was sponsored by the United Methodist, Presbyterian, Catholic, and First Community Churches and was open to any student of any faith. An objective of ECM was to find an effective way to encourage students into affirmative action. The growth of this organization led to a new off-campus union which was dedicated on Jan. 5, 1969.

The BSU was also a growing religious organization. The enthusiasm of this organization was shown by retreats, youth revivals and participation at conventions. The objectives of BSU were "providing Baptist young people with leadership training, stimulating involvement in student mission programs and guiding students in worship and devotional experiences."

School Bible reading sparks long, legal battle

By Barb Fullerton

In 1963 atheist Madalyn Murray O'Hair sued the superintendent of schools in Baltimore, Md. for requiring daily Bible reading and prayer, an act, she claimed, which denied Constitutional rights to her 14-year-old son William. She won. Bible reading and prayer were thrown out of schools. The suit cost less than \$20,000 from 1960-1963.

At the age of 12, William J. Murray was sent out to the streets to pass out socialistic literature by his mother. Murray later said, "In August, 1960, my family boarded the Queen Elizabeth to go to the Embassy of the Soviet Union in France. My mother for two years had tried to apply for Soviet citizenship [but she couldn't get it]. So she and the family went to the Soviet Union Embassy to try to get into the country. They wouldn't let her in and sent her back to the U.S. When we got

back to Baltimore, she took me and enrolled me in school. She found the school children pledging allegiance to the flag and praying to God. This made her mad and she took it to the courts. She resented the fact that the Soviet Union wouldn't let her in, so she was going to take it out on the U.S. with a law suit."

William Murray tried to get away from this type of philosophy. He worked his way through school and became a vice president of an airlines and an owner of a printing plant. In 1975 Murray went to Austin, Tex., and found the Atheistic Association.

In over 18 months he expanded his organization from a \$3,000 a month gross income to \$30,000.

According to Murray, when he realized he was "tearing himself down," the community, and the United States he wandered around Arizona for about six months. He

meditated, thought, and read, and decided atheism was wrong. It was a destructive force, he decided. During his stay in Arizona, he ran a bookstore and came across *Dear and Glorious Physician* by Taylor Caldwell. It was a book on a Greek physician named Lucas. Then he read the book of Luke in the Bible and through it, he says, he came "to know the Lord." All of his problems, he claimed, "were washed away in one single moment when [he] accepted Jesus as his Lord and Savior."

Murray says, "Christ is now the center of my life and I attempt to live like him. I know that Christ died; my sins are forgiven before God."

In 1979 he became a Christian and in 1980 he found the Faith Foundation in Houston, Tex. This is a non-profitable educational organization to alert Americans of the need to return to Christianity. The organization publishes a

monthly newsletter. Murray is actively working to bring prayer and Bible reading back to public schools.

On Sept. 26, 1981, William Murray appeared at Revival Fires in Joplin for a seminar. He spoke against atheism and secular humanism. He said, "I still love my mother and family, and I will pray for them." He also said that religion should be brought back to schools. He and the Rev. Cecil Todd, evangelist for Revival Fires, began a tour of the states to speak to religious groups and to pass out to students notebooks that have the Ten Commandments printed on the front cover and the Lord's Prayer on the back. These notebooks are free through Todd's television program, church groups, and other organizations. Murray and Todd had done polls which claimed to show that 83 percent were in favor of prayer and Bible reading in schools.

Some of the places they have been to are Rockford, Ill.; Amarillo, Tex.; and Lexington and Louisville, Ky.

Murray and Todd have future plans to conduct several rallies in the states as well as conducting a crusade. During these they will distribute the notebooks to persons wanting them.

"Since my discovery of God," said Murray, "I am trying to repair the damage that I and my family have done to this nation."

In 1970 Madalyn Murray O'Hair found "Poor Richard's Universal Life Church." She named it after her husband who was a 56-year-old Texas artist at that time. The mission of her church is to regulate churches. She claims, "Anything can be a religion, even gurus or belly button contemplators." She got the church under a California charter and it is located in a wooden house in Austin, Tex.

She is the "bishop" and her husband is the "prophet." Murray says, "Some of the converts and donors include a governor, six mayors, a famous Texas heart surgeon, several U.S. senators and congressmen."

Since 1963 Mrs. O'Hair has had five Supreme Court suits. One of these was asking the White House to ban prayer among astronauts on Earth or in space. She also founded the Society of Separation, Inc., 10 years ago. Its purpose is to separate church from state. It began in 1975 with 60,000 members. They have an \$85,000 headquarters in Austin and they plan to establish chapters in every state. They have an American Atheist Book of the Month Club, a weekly radio show that is heard on 21 stations and is to be expanded, and an American Atheist Television Service is planned in the future.

Court decisions confuse public

With all the controversy over religion in education, "The" Supreme Court decision on prayer in the classroom is often confused as a law banning religion in schools. In actuality, the confusion is based on the misinterpretation of the First and Fourteenth Amendments of the United States Constitution.

The First Amendment states in the Establishment Clause: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." Then, dealing with the Free Exercise Clause, it says: "... or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." To reinforce and protect the First Amendment is the Fourteenth Amendment. Section One explains, "... No state should make or enforce any law which should abridge the privileges or immunities of citizens in the United States..."

Harold H. Punke, professor of education at Auburn University, states several factors involved in religious conflicts in the nation's educational operations. One reason is that the immigrants who came to America for religious freedom also wanted to incorporate their conception of such liberty into the structure of government. With the religious differences that arose, the colonists ex-

pressed tolerance and compromise by stating what a State could not do by writing the Amendments.

Since public schools are tax-supported institutions, several cases of religion conflicting with public education have reached the courts. Lawsuits ranging from banning of prayer and Bible reading to designation of religious holidays have been problems regarding content of school programs and use of public funds for educational purposes.

One such case involved the Union Free School District No. 9, New Hyde Park, New York, in 1962. The Board of Regents and the principal wanted the following prayer to be recited by each class in the teachers' presence each morning: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our Country." The state officials composed this prayer, recommended it and published it as part of their "statement on Moral and Spiritual training in Schools."

The Supreme Court ruled that the School Board of New York could not compose or enforce a prayer on the people.

One other extremely popular case was the Murray vs. Curlett issue. Mrs. Madalyn Murray and her son William filed suit to amend the 1905 ruling on daily Bible reading.

In 1905 the Board of School Commissioners of Baltimore City, Md., adopted a rule providing for the holding of opening exercises in the schools of the city, consisting primarily of the "reading, without comment, of a chapter in the Holy Bible and/or the use of the Lord's Prayer," as recorded in the Supreme Court Reporter. The Murrays' insistence led to enforcement of the parents' requests excusing their children from the daily exercises.

The Supreme Court found that the exercises and law requiring them are in violation of the Establishment Clause.

Current views on these issues vary because of the sometimes contradicting Amendments and their clauses. Many people insist upon certain rules banning religion from schools, because "the law says so." There has been no written action against expressing one's own beliefs. The confusion evolves from interpretation of the Amendments which were composed to separate government from education. That was to prevent the government from dictating beliefs and establishing a governmental church.

These Amendments also include protection of the citizens' rights to believe and worship in the form they wish. These Amendments were not written to outlaw expression of faith in a God during school hours, but to more clearly stand for freedom.

Creationism, evolution vie for attention in school classrooms

By Eric Earnhart

There is a growing controversy in education today over the question of whether or not scientific creationism should be given equal time in the classroom with the theory of evolution. Scientific creationism is a view held mainly by fundamentalists, persons who believe that the Bible possesses complete infallibility as the Word of God and should be taken literally in its account of the creation of the universe and of Man in the book of Genesis.

The creationists feel that evolution is being misrepresented to students as fact, even though there is scientific evidence that contradicts evolution, and technically, neither evolution nor creationism can be called a true theory.

According to Kelly Seagraves, co-founder of the San Diego-based Creation Science Research Center, evolution is a secular religion and teaching it as fact to his children violates his religious freedom. Many creationists share his viewpoint and

are pushing to have textbooks changed and to require teachers to teach creationism along with evolution as a possible explanation for the origin of Man.

Over 50 years ago, however, when the first court battle took place it was the evolutionists who were fighting for a place in the classroom. In 1925 the State of Tennessee passed a law to prevent the teaching of evolution. The law prohibited any teacher in a state-supported school or university from teaching "any theory that denies the story of divine creation of Man as taught in the Bible, and to teach instead that Man has descended from a lower race of animals."

When the head of the American Civil Liberties Union, Roger N. Baldwin, heard of the law, he sent a press release to all the leading Tennessee newspapers offering the services of the Union to defend any teacher who would personally test the law in court.

Baldwin was soon in touch with John T. Scopes. Although Scopes

had only taught biology briefly as a substitute, he admitted violating the law and was indicted. The ACLU provided some impressive legal counsel for Scopes. The defense was led by Clarence S. Darrow, the most famous criminal lawyer of his generation; Dudley Field Malone, one of the great courtroom orators of the time; and Arthur Garfield Hayes, an outstanding civil liberties attorney of the day.

The prosecution was aided by William Jennings Bryan, a former Secretary of State, three times a candidate for the Presidency, a noted orator, and a fundamentalist.

Both the prosecution and the defense were somewhat stifled when the judge refused to allow any testimony as to the validity of evolution saying that the only question was whether or not Scopes had violated the law, which he freely admitted doing. The case would probably have been closed quickly had not Bryan allowed Darrow to get him on the witness stand.

Darrow subjected Bryan to a long

and grueling cross examination about his beliefs and attitudes on science and Biblical authority. This is thought to have been Darrow's most animated and sarcastic performance and was a traumatic experience for Bryan. Many believe it hastened his death, five days later. The constitutionality of the law was upheld and Scopes was fined \$100. He appealed to the Tennessee Supreme Court which also upheld the law but reversed the decision on a technicality, preventing an appeal to the United States Supreme Court. The trial's main contribution was to public education because the speeches of both sides were widely publicized.

Since the Scopes trial, especially in the last two decades, the courts have ruled to keep public schools and religion as separate as possible. In 1963 Madalyn Murray O'Hair won a much publicized suit which banned public schools from requiring students to participate in prayer or devotionals. In 1967 the National Association of Biology Teachers, in a suit against the State of Tennessee,

had the 42-year-old law, the one which John Scopes violated, repealed. The efforts of fundamentalists to have the Biblical version of creation taught in schools failed, until recently. The approach of scientific creationism is relatively new in that instead of arguing from a religious standpoint, it argues from a scientific standpoint, basing its beliefs on scientific fact rather than on philosophical arguments.

This approach has been working. In a suit filed by Seagraves in California, it was decided that state guidelines should be created to insure that evolution is taught as a theory not dogma. Recently the Hillsborough County School Board in Tampa, Fla., over the objection of 90 percent of its teachers, decided to require science classroom time for theories that challenge evolution. The ACLU is presently involved in a suit against an Arkansas law which will require balanced treatment of creation and evolution but does not require that they be taught.

Social upheavals aid in spiritual renaissance

By Carl Smith

Religion in America during the past two decades has experienced its greatest ups and downs.

In the aftermath of Vietnam and Watergate, surveys tell of Americans' desires for a return to religious understanding of humanity's nature and destiny.

Experts agree that social upheavals of years past—personal frustrations, inflation and insecurity, both domestic and international, contribute to a climate favorable for old-time and new faiths to flourish. A new wave of religious fervor seems to be developing in a troubled America. It is the seeking of answers in emotional experience, not formalized worship.

After years of strife and doubts, a "new Protestantism" is bringing a fresh sense of mission to the largest religious segment in the United States.

Protestants are moving toward mutual respect. A growing support for firm beliefs, along with a turn toward fervor in worship brings much of Protestantism closer to the "old-time religion."

According to church leaders there is a new balance of power that is cooling

the social activism of liberal or "main-line" denominations and increasing the strength—and social awareness of so-called evangelical churches.

Some evangelical bodies are now among the fastest-growing churches in the nation. Among them:

The Seventh Day Adventists, who preach vegetarianism and preparation for Judgement Day.

The Assemblies of God, with their stress on "charismatic" gifts, such as faith healing and prophesying in the "unknown tongues."

The Southern Baptist Convention, which has become the nation's largest denomination and teaches that a personal relationship with Jesus makes believers feel "born again."

Meanwhile, Roman Catholicism in the United States is moving toward democracy at a pace unmatched in the long history of Christendom's largest and most authoritarian faith.

Dissenting Catholics no longer feel compelled to drop out or join another faith. Instead, most are staying in the Church.

Nuns, for example, who formerly had little voice in Church affairs, are leading the push for controversial reforms, including ordination of women priests.

After a decade, changes are under way. Catholic clergy, ministerial candidates, missionaries, and full-time school enrollments all declined during the seventies.

Sociologist Richard Schoenherr of the University of Wisconsin noted that more than 10,000 have left the priesthood in the last decade with the exodus continuing at a rate of 1½ percent a year. Seminary enrollments, beginning to rise after a long decline, still are only a third of what they were about 15 years ago.

For nearly 1,000 years, Judaism flourished in countless ghettos of the West where it was an inner resource that helped Jews to survive restrictive laws and persecution.

Now, all that has changed in this country.

In attaining influence and affluence in the midstream of American society, the nation's 6 millions Jews have left the urban enclaves of their parents and grandparents and moved to suburbia and exurbia. Many have assimilated and shed their religious identities.

Now, the freedom that enabled Jews to succeed in America is seen as a potential threat to their religion. Says Rabbi Alexander M. Schindler, presi-

dent of the Unions of American Hebrew Congregations: "Our biggest problem is that we live in a land of freedom. No one would exchange it for the ghetto. But freedom means social mixing; freedom means intermarriage. For too many, freedom means breaking away."

Some leaders point to statistics on intermarriage and membership in synagogues as evidence of the crisis they see confronting Judaism.

Well over 30 million Americans, many of them members of established religions, are engaged in offbeat spiritual pursuits that range from studying horoscopes to worshipping Satan.

One American in every five expresses belief in astrology, according to a Gallup Poll.

Other movements include: Transcendental Meditation, 4 percent of all those polled; yoga, 3 percent; "charismatic" Christianity, 2 percent; mysticism, 2 percent; and Eastern religions, 1 percent.

To many scholars, U.S. religion's road to recovery is just beginning and may go on for a generation or two before the outcome is clear.

Participation in religious activities on

college and university campuses is increasing nationwide, and Missouri Southern is no exception.

"Increased awareness of BSU as a campus organization has increased the number of students participating in our activities," said the Rev. Rick Ryberg of the Baptist Student Union.

BSU is located northeast of the Missouri Southern dormitories on Duquesne Road and has been recognized as a campus organization at Southern since 1967 when the college moved to its present location. The Baptist Student Union is recognized on more than 1100 campuses.

"Our purpose is to serve as an outreach arm of the area Baptist Churches," said Mr. Ryberg.

Activities of BSU include Bible study on Tuesdays after the evening classes end. "Lunch Encounter," an informal fellowship meal held each Wednesday in the Lions' Den, and "Body-Life," a student-led worship service on Friday evenings with special music, share-time, and guest speakers, are other activities.

"Our ministry is not limited to students, but also to the needs of faculty and staff. Anyone is welcome to take part," said Mr. Ryberg.

Spiritotherapy a Christian approach to emotional illness

By Greg Fisher

Mental and emotional illness is a subject that has aroused a great deal of interest among the Christian population recently. Many pastors and laymen alike have come to realize that rebirth in Christ does not immediately and/or miraculously free the convert from psychiatric disorder. And now Christian counselors are searching for an alternative to secular methods of treatment. One such alternative is Spiritotherapy.

The concept of Spiritotherapy is a product of many years of research done by Dr. Charles R.

Solomon, Ed.D., founder and executive director of Grace Fellowship International in Colorado Springs. Dr. Solomon, after completing his undergraduate work, spent many years employed in the aerospace industry. It was during this time that he began counseling on a part-time basis. He went on to receive his master's of personal service degree and his doctorate in education. The new discipline of Spiritotherapy was pioneered upon the formation of GFI in 1969.

Spiritotherapy differs from other forms of "Christian psychology" in that it does not try to mix modern

psychiatric treatment with Christian principles in dealing with clients' problems. Rather, Spiritotherapy asserts that all emotional and mental disorders are a result of the way in which the individual has dealt with areas of guilt and rejection in his/her life. Counselors are trained in psychology only to use commonly accepted procedure in analysis of clients' problems and the events in their lives which contributed to the cause. Once this diagnostic process is completed counselors at GFI proceed to apply basic Christian principles as the solution and cure.

Dr. Solomon stresses that

in dealing with mental and emotional illness we are dealing with problems that go much deeper than the human mind. He believes that men and women are creatures that are made up of three distinct but interrelated parts: the body, the soul, and the spirit. Dr. Solomon feels that the problems that we have called mental disturbances are really problems of the spirit which, when unresolved have a profound effect on the soul. The soul, as Solomon explains it, is made up of the mind, will, and emotions. He also feels that if we treat the symptoms that are manifested in the mind and emotions

without treating the real problem of the spirit we will see no significant improvement. Dr. Solomon says it's as useless as trying to chop down a tree by cutting off its branches. "Until we deal with the real roots of the problem with the truth of the word, we will never see lasting results," he says.

To promote the practice of Spiritotherapy, Dr. Solomon has written four books: *Handbook to Happiness: A Guide to Victorious Living and Effective Counseling*, *The Ins and Outs of Rejection*, *Counseling with the Mind of Christ*, and *Gifts and Jargon*. In the last few years Dr. Solomon

has slowly opened GFI as an institute to train Christian laymen and professionals as counselors in Spiritotherapy. Persons wishing to have GFI certification as a counselor and have a related master's degree are accepted for an internship on either an eight-week or two-year basis.

As an intern they will receive practical, supervised experience in counseling the thousands of clients who come to GFI each year. Upon completing the course, the interns are encouraged to open their own offices. The closest such office to Missouri Southern is Grace Fellowship Inc. in Springfield.

WHAT IS BSU ?

Baptist Student Union is an organization of MSSC students and others who are seeking fellowship and growth along their spiritual journey. This is accomplished through a wide spectrum of activities such as student-led worship services, Bible studies, retreats, conferences, and community service projects.

1981-1982
Local BSU
Weekly Events

• Mon. 5:30p.m. **INTERNATIONAL** Fellowship
A time to get acquainted with our international students and with us. Free food sponsored by ladies of the area churches.

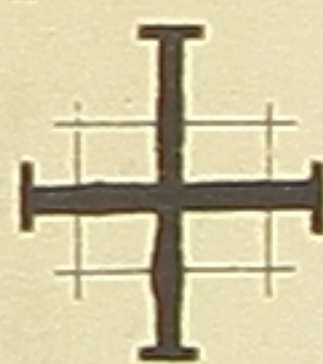
• Tues. 9:30p.m. **Bible Study**
A chance to learn more about the Lord and really concentrate on His Word.

Wed. **NOONDAY** "Lunch-Encounter"
A get-together with fellow Christians in the College Union snack bar.

• Fri. 7:30p.m. **"Body Life"** wor-
ship filled with music, skits, guests, and God's love. A good share time and prayer time.

* at BSU Center

(For other scheduled BSU Events
see MSSC College Union Calendar)



Roman Catholics

Come to

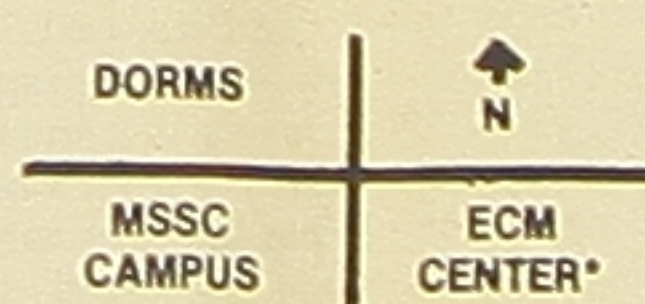
MASS

At 5:30 p.m. Sunday

in the

ECM CENTER

**Celebrate ADVENT
with us!**



The Newman Community

OUTREACH '81

**MISSIONS
EMPHASIS
WEEK**



TODAY

Thursday, November 19

MARK ENLOE

Minister of Music & Youth,
First Baptist Church of Higginsville
(Special Music Presentation)

11:00 a.m., College Union, Room 314

CONCERT "Peace, Love, & Joy"

also "Allen Goff & Dawson Gould"

7:00 p.m., College Union Rotunda
(Third Floor, BSC)

TOMORROW

Friday, November 20

LARRY DAVIS

Missionary to Nigeria

11:00 a.m.: College Union, Room 314

6:00 p.m.: **THANKSGIVING BANQUET**,
by reservation only, call 624-0925

7:00 pm Program by missionary

* Speakers will be available for Personal
conferences in the Baptist Student Union
Center during the afternoons.

ALL STUDENTS, FACULTY, and VISITORS **WELCOME**

Sponsored By the Baptist Student Union of MSSC

Saturday, November 21

BSU Hayride—to sign up or for more information
on any of these activities, call 624-0925

Literary magazine honored

The *Winged Lion*, Southern's own fine arts magazine which celebrated its 10th anniversary of publication last year, recently received a First Class National Honor rating from the Associated Collegiate Press. The magazine, which contains students' works from both the literary and art departments, was judged to be excellent throughout. Words such as *marvelous*, *fantastic*, *outstanding*, and *professional* were placed on page after page of the magazine by judges.

The *Winged Lion* was originally started to provide an outlet for students' literary and art talent. It has been published twice a year up until this year. Because of the recent budget cuts, only a spring issue will be published this year. Any full time student may submit works which are later put before a judging committee.

"One problem with our art students is that we can't use everything that is turned in, and students say 'Why turn it in if it won't be used?' Rejection is a part of learning," said Nat Cole, who is the art advisor to the magazine. "It is the effort that you have made which counts."

The art department was invited by the English department to join with them to produce the magazine. The illustrated type of literary magazine has become a national trend within the last few years.

"Art and literature have gone 'hand in hand' for years and years," said Cole. "Art and literature complement each other. It stimulates the visual appeal of the literary work."

Cole also said that they hoped to enter competition again if only because of the learning situation and the comparative judgment it provides.

"What the students hear from an outside opinion," said Cole, "reinforces what we [in the art department] say to the student."

Senior art major Brent Watkinson was excited that *The Winged Lion* was entered in the judging and won the national rating. Watkinson, who has been involved in four publications of the magazine, joined the staff as a chance to expose his work and feels that the magazine gives the reader a chance to appreciate and see other students' work — both in art and in literature.



Theodore Uppman

Dance on Demand:

By John Hodge

The following interview with Fools Face was recorded Nov. 6 at Joplin's luxurious Walgreen's Restaurant.

During the course of our talk, they told me to be sure to mention their new album and mailing list. The album is called *Tell America* and will be available locally at a couple of places. I would rather not give any free publicity and I lost the mailing list address, so in both cases, ask around if you're interested.

Q. You've been labeled as a new wave band. Is that your idea?

A. It's been a long time since we formed. The first songs that were written in this band were pretty much different from what we do now in that oftentimes they were longer, more involved and progressive. After about '78, we kind of found some new energy; I guess we were influenced by what was

coming out of England and all that.

Q. You seem to be a good pop band, but...

A. That's kind of the way it's been going lately, in a pop direction.

Your audience seemed to think you were more new wave than you were.

Everybody needs a label. You have to have labels in life, just to do things.

Does it get in the way sometimes?

We kind of leave it up to them to do the labeling. New wave is such a weird term; it means different things to different people.

There are some bands that use that label now, but a couple of years ago were doing something else. Have you been pretty steady?

A. Our progression has been a real steady progression. A lot of the songs we wrote a long time ago, before the Sex Pistols, before

Uppman to sing tonight

Theodore Uppman, baritone, will present the first concert of the season for the Joplin Community Concert Association tonight at 8 in Taylor Auditorium on Missouri Southern's campus.

The originally scheduled concert of Lenus Carlson has been cancelled due to his debut performance with the San Francisco Opera.

Tonight's performance is free to Missouri Southern students on the presentation of their IDs. Others are admitted by season membership cards.

A leading member of the Metropolitan Opera and a favorite of audiences everywhere, Uppman is one of America's most versatile singers. He is well known on the international scene for his operatic performances, concerts with orchestras, solo recitals and radio and television appearances.

At the Metropolitan Opera, he has won high praise for such varied roles as Pelleas in *Pelleas et Melisande*, Masetto in *Don Giovanni*, Guglielmo in *Così fan tutte*, Sharpless in *Madame Butterfly*, Paquillo in *La Perichole*, and is especially known for his wonderful Papageno in *The Magic Flute*.

Uppman scored a personal triumph early in his career when he created the title role in Benjamin Britten's opera *Billy Budd* in the world opera premiere of the opera

at London's Royal Opera House, Covent Garden.

He later introduced it to America with the NBC-TV Opera and repeated his memorable portrayal in the professionally staged American Premiere of the opera at the Lyric Opera of Chicago.

During the summer of 1975, at the special invitation of Benjamin Britten, Uppman sang excerpts from *Billy Budd* at the prestigious Aldeburgh Festival in England.

Highly successful as a concert artist, the handsome baritone has sung over 600 solo recitals coast-to-coast. In addition, he has appeared as soloist with such major orchestras as those of New York, Cleveland, Philadelphia, Chicago, Boston, Cincinnati, Los Angeles, San Francisco, Pittsburgh, Montreal and Toronto.

Uppman has made frequent appearances with opera companies throughout the country, including the Lyric Opera of Chicago, San Francisco, Baltimore Opera, Seattle Opera, Opera Company of Philadelphia, San Antonio Grand Opera, Fort Worth Opera and the Washington Opera.

Summers have found him singing in operatic performances at such festivals as those in Aix-en-Provence, at Colorado's Central City, at Santa Fe and Cincinnati.

Summer festival concert appearances include New York's Promenade Series, the Saratoga Festival and with the National Symphony Orchestra of Mexico City.

The fall of 1978 found Uppman in the role of Eisenstein in the sold-out tour of Sir Rudolf Bing's Cami Production of *Die Fledermaus*.

Immediately after he began his annual recital tour during which he repeated his unique and popular costumed program featuring *The Mozart Baritone*, and pairings of operatic arias and songs from Broadway.

He brought his much acclaimed interpretation of Papageno to San Antonio in January and to the Connecticut Opera Association in Hartford in March. Highlighting his 1979-80 engagements were his performances with the Opera Company of Philadelphia as King Rene in John Philip Sousa's operetta, *The John Lance*.

Born in California, he began his singing in the Palo Alto High School A Cappella Choir. He won a scholarship to Philadelphia's Curtis Institute of Music, and later studied music and drama at Stanford University and the University of Southern California where he worked with the world famous opera director Carl Ebert.

Fool's Face: Only in it for the money, they say

anything like that, still sound a lot like the same kind of songs we write now. We tend to adapt more to a live club thing. We'll play some songs that are five years old, and they'll just seem to fit right in, and people would still put the new wave label on it.

Let me ask the obligatory influence question.

A. Only sports, we never listen to any records. When other kids were into the Beatles, we were just into the Cardinals. We could probably safely say more the British invasion, than say, soul. Everything is there in our music, that's why people find it hard to categorize our band.

Do you have a solid following?

A. Yeah, when we first started playing a lot, about 3 1/2 years ago, it seemed bands like us would play in these little punk dives, but we don't really go over in places like that. It seems like we fit in a lot better with the mainstream.

Are you really conscious of your audience?

A. We try to adapt when we're playing. If we're playing in a place we've never played before, we'll try to do a lot more cover material so they can get a handle on it.

But when we play in front of people, like for instance here in Joplin that have heard us a lot and are pretty familiar with most of our material, we try to throw in something new.

We're not really chameleon-like, we don't change that much, but sometimes we have people that look like they could be your parents, or even your grandparents who stay in the bar all night long and listen to us, sometimes even dance to us. We'll play some requests if we know them. We don't try to totally change our game plan.

Where's your best audience?

A. Columbia, Mo., and Joplin are real strong. We've played in Springfield a few times when it seemed there were more people from Joplin than Springfield.

Who do you listen to now?

A. Elvis Costello, Squeeze, Split Enz. We try not to limit ourselves, I guess.

Do you listen to what's very new, what's progressive now?

A. It's real hard in the Midwest, because most of the FM stations are syndicated, they're really filtered, especially in this part of the country, and you only hear what they want you to hear.

Is it a big problem working in the Midwest, like working in a void?

A. But, at the same time, it keeps your outlook fresh, you don't see everything, hear everything. We started out wanting to travel as far as we could, Texas, Minneapolis, but to survive we decided we would just have to stick around the Midwest. Economically, we've just had to spread the base gradually.

What's your favorite color?

A. Black [unanimous].

Moliere's 'Tartuffe' to open Dec. 2 as semester's final stage production

The Missouri Southern College Fine Arts Theatre is well underway with production work for its final play of the semester.

Tartuffe, written by Moliere, will be directed by Milton Brietzke, director of theatre at MSSC. The show opens Dec. 2 for a four night run at Taylor Performing Arts Center on campus.

Written in 1664, the comedy-farce is the masterwork of Jean Baptiste Poqueline, known to the world as Moliere, who is considered the greatest of French comedy writers and is beloved by theatre audiences today as in his own time.

With elaborate special effects comes the cast of thousands. *Tartuffe* is a period piece which relies heavily on costume, scenery and lighting; three specific areas of the theatre techniques.

Costumes for the production were designed by Joyce Bowman. Assisting her are Kristie Ackerson, Kylene Mills, Laurie Platt, Lu Anne Wilson, Lea Wolfe, Chester

Lien, Emily Escamilla, Jacques Frkovich, Jesse Hash, Cynthia Galbreth Hooper, Debbie Mack, Susie Myers, Lyle Pierce, Karen Scavlen, Bethany Thompson, Tim Wilson, Sheryl Barker, Sherrie Boyd, Teresa Hicks, Jan Maldonado and Jim Blair.

Alongside costumes, special period hairstyles are being designed by Trij Brietzke and executed by Platt and Mack. Elaborate 17th century wigs are being rented from Bob Kelly, Inc. of Hollywood.

The lively 17th century environment for the play was conceived and designed by Kelly Williams-Besalke of Joplin. Constructing the set and Louis XIV furniture are Kelly Bowman, Bill David, Eve Gabbert, Greg Kepler, Allan Kimrey, Al Raistrick, Joy McAvoy, Tim Hilton, Randy Whitehead, Leslie Bowman, Doug Harris and Sue Ogle.

Construction is supervised by Sam Claussen, technical director.

Wilson and Besalke are student assistants.

Lighting and sound are being designed by Rita Henry. Crew members include Mike Apfel, Phil Oglesby, Kimrey, Wilson and Kepler.

Stith holds the position of master electrician and Rebecca Ward, sound engineer.

Turning out properties needed and reproductions of the 17th century are Carla Powers, Randy Capps, Sutton Jones and Pam Lutes. Duane Hunt, theatre production associate, designed the props.

Rose Marie Evans will serve in the capacity of stage manager with Lutes as assistant stage manager.

Tartuffe begins each evening at 8 p.m., Dec. 2-4. General admission is \$3, senior citizens and high school students \$1. All MSSC students, faculty and personnel are admitted free with ID.

players we have."

Monday evening the band will play at the dorm party Thanksgiving dinner for 45 minutes. They will combine jazz, contemporary and hard rock music to create a live performance that everyone will enjoy.

Scheduling changes have been made for the spring semester. Class will meet at 12-12:50, Tuesdays and Thursdays.



Liv Ullmann and Bibi Andersson

Bergman film shows Tuesday

The Ingmar Bergman film *Persona* will be shown at 7:30 p.m. Tuesday in the Connor Ballroom of the Leon C. Billingsly Student Center on the Missouri Southern campus.

This is the fifth program in the 20th annual International Film Festival presented by the Missouri Southern Film Society.

Financial assistance for this event has been provided by the Missouri Arts Council on a matching basis with local collections.

In *Persona*, Liv Ullmann plays a renowned stage actress who travels to a small isolated town to recover from a nervous breakdown that left her unable to speak. There she is cared for by a nurse-companion played by Bibi Andersson.

An odd mechanism of mutual identification is set off, and the actress comes to rely on the nurse for moral sustenance. An intense relationship builds between the two of them as their psyches overlap.

The merits of *Persona* are best revealed in an excerpt of criticism by film author, Peter Cowie. "With *Persona*, Bergman takes a great leap forward in his attempt to suggest the communion of souls...his heroines exist in a limbo reminiscent of Timoka in *The Silence* or of Strindberg's walled town."

Robin Wood in his book, "Ingmar Bergman" commented, "...I salute it as one of the most courageous films ever made. Bergman draws the spectator into the film, demanding total emotional involvement. *Persona* marks not only a new phase in his development but a new extension of his genius."

Single admission is \$1.50 for adults and \$1 for students and senior citizens. Season tickets for the remaining eight film programs are still on sale at \$5 per adult and \$4 per student or senior citizen.

Debators take third

Central State University in Edmond, Okla., was the site of the latest win for Missouri Southern debaters last weekend.

Juniors Julie Storm and Brad Herrin advanced to semi-finals to capture third place. The pair lost to Northwest Missouri State University in the senior division elimination round. This win brings their season record to 60 percent win/loss.

Placing in individual debate speaking was Randy Fox, who placed fifth.

Commented coach Dick Finton, "I felt like we would break a junior team. We had the points; we just couldn't get the decisive round. I think we might be getting a little out-researched. Over the next month and a half we need to get down and research."

Also reaching elimination rounds and placing fourth was Eve Gabbert in dramatic interp.

Also participating were Jeanne Halvorson, John Meredith, Karl Zachory, Randy Doennig and Aria Beck in debate and Amy Wickwar and Tim Warren in individual events.

Next on the agenda for the debate and forensics squad is hosting their annual high school speech and debate tournament. The high school tournament will be held Dec. 4 and 5. The tournament is sponsored by the Joplin Kiwanis Club.

Assisting with the tournament are Pat Kluthe, judges; Ralph Smith, timekeepers; Ray Balhorn, tab room assistant and Brad Herrin, student director.

Arts Features

Interest in art developed in kindergarten for Hall

By Barb Fullerton

Southern freshman art major Matt Hall is a talented student. He began art in kindergarten, took an interest in it, and developed his talent over the years.

Bob DeBaca, owner of the Garland Center in Carthage, asked Hall to do a painting for the Center. Hall accepted, and in August for four days in the mornings and evenings he finished a space mural. The scene has a lunar landscape and multitudes of stars. It's hanging in the Time Machine. This painting is different from any other he has done. He also does paintings and sells them to friends who ask him to do pictures for them.

"As a passtime I like to sit down and do an oilpainting. I'm learning new techniques of water colors and I do mostly landscapes, but I would like to branch out into other parts of art," says Hall.

Last year in the community art show at the Bank of Carthage, he won first place with a water color of a snow scene.

Hall is from Carthage and has two younger sisters. His father works at Tap-Jac Co. and he works at Hyde's Flowers delivering flowers on weekdays and Saturday mornings. "There were more artists on my father's side than on my mother's side. I consider what I have a gift." His hobbies surround outdoor life like canoeing, hiking, and fishing. "The outdoor affects the way I paint," said Hall.

"My favorite art teacher, who is a western artist from Dallas, is Bob Tommey. I took private lessons from him every night for a week. He showed me techniques I didn't know. Lowell Davis, another Carthage artist, told my parents about Tommey's private lessons and my parents talked me into taking lessons from him. I'm glad I

did. It helped me greatly. I had also seen some of Tommey's paintings and I was impressed with them. His style influenced me more than anyone else's," he said.

He took painting and studio lessons in Carthage High School. "They have a good art department. Howard South, the art teacher, taught me much about art fundamentals. After fundamentals he knows you are ready to branch out," said Hall. In high school Hall was in DECA, a program where a person works half a day and goes to school the other half. He also was a member of the Art Club and ran the mile on the track team.

Some of his art projects were displayed in the Spiva Art Center last spring. He received a Thomas Hart Benton scholarship for four years, renewable each year, and a scholarship from Carthage High School.

"I enjoy Southern. The people are friendly. I can't complain, I en-

joy my teachers. The art department has a wide variety and I would like to get a little of each," he said.

His favorite artist is Frederick Remington. "He's so different, non-traditional, he breaks away from the ordinary art. He documented what he saw in the West in the 1800s. I'm fascinated by western artists and the way they could actually paint portraits the way they saw it without the use of photography," he said.

"My goal is to get through college—getting an education is important—and producing some good art and learning while I'm here. I want to make a name for myself, get a good commercial art job someplace and hopefully just sell paintings on the side. I like to go to Colorado in the summer. Someday I want to travel the country and get some good ideas from all over to paint," said Hall.



Joe Angeles Photo

Matt Hall

Soap star Loanne Bishop tells of 'Hospital' stay

By Valerie L'Allier

Loanne Bishop, better known as Rose Kelly on ABC's soap opera "General Hospital", appeared on campus last night in Taylor Auditorium.

She answered questions from the audience of college students and high school fans, as well as housewives and businessmen.

"General Hospital" is the most popular soap opera on the air, with an estimated audience of 14 million viewers each day. Its audience is predominantly college-aged students with high schoolers and people over 25 years-old following.

Bishop taped her show segments Monday and Tuesday this week, so she agreed to come to Joplin. "I wanted to see how the campus felt about the show, since campus aged people are our largest audience," she said. "I also wanted to see what was going on in Joplin, Mo."

Born and raised in the Denver area, Bishop began acting in musical theater in junior high and high school. She really enjoyed it and was told she had talent, so she stuck with it. She attended college in Colorado for 3½ years and dropped out her last semester to make a go in Hollywood.

Before landing her role as Rose Kelly, Bishop had bit parts in *Barnaby Jones* and *Mrs. Columbo*, and acted in a few dinner theaters in Colorado.

To get the role of Kelly, Bishop auditioned and was called back that night for a screen test. The

next day she was signed and she met the cast and crew and the next day she started shooting.

"I was scared and excited," she said. "Being an actress and trying to find work, I didn't stay at home all day and watch television. I really didn't know what I was getting in to."

This tour is also something new for her and she would like to do more. "The audience sees us everyday, but we never get to meet them," she said. "Sure, we get fan mail, but we don't get to meet our fans face-to-face."

"You (our fans) are why we are what we are today. I want to see first-hand what you want to see and find out any ideas you have," she said.

"I have my own conjecture about the show, as do all the other members of the cast. But we also like hearing from our viewers."

"General Hospital" has risen in ranks, partly because of the duo of Luke Spencer and Laura Baldwin (Tony Geary and Genie Francis). Bishop doesn't feel she is slighted because of their prominence. "Of course, everyone wants more of a storyline."

"But to me, 'General Hospital' is Rose Kelly. And there would be no Rose Kelly without Luke and Laura. Rose came in during the highlight of their relationship."

"Rose has a special nature and because of that she is what she is. Mostly she maintains the status quo, she keeps everything nice for everyone else."

Rose Kelly's future role on the show is not currently known. The producers are doing some casting now, but the exact parts are not known. They are in the process of involving new people and love and new relationships.

When asked about her future plans, she commented, "Tony Geary once said, 'Where do I go from here, Chips?' I feel the same. I have a role I really like and there is no reason now to leave."

"Sometime in the future I would like to do feature films and television movies of the week. I would also like to do a little more live theater. I feel at home both in front of the camera and in front of an audience."

"If and when I ever do leave the show, I will be very selective about what I choose," she said.

"Our producer, Gloria Monty, has really done a good job taking the show from 13th place in the ratings to first in just six months," she said. "She added adventure and action. The relationships are always moving and she offers technical variety. She has a real keen sense about the business."

What is next for the young lovers? Will Joe Kelly ever find Diana Taylor's murderer? Will Leslie and Rick Webber become man and wife again? Or will Rose Kelly get the man of her dreams?

Bishop, in her devoted General Hospital way tells us, "The thing to do is tune in and see!"



Joe Angeles Photo

Loanne Bishop

Kelli Hopkins follows in long line of educators as she ends college

By Valerie L'Allier

Adding to a long list of educators and potential educators is senior education major Kelli Hopkins. Her mother, step-father, two uncles and at least five cousins are in education, as is her sister who is an elementary education major.

Choosing speech and theatre as her major came easy to Hopkins. Her freshman year she was a business major, but her schedule of classes listed speech, speech, speech, speech and business. She decided then to do what came naturally to her, speech, drama and debate.

Starting as a freshman at Webb City High School, Kelli competed in high school and intercollegiate forensics for seven years. She was an integral member of Missouri Southern's debate squad for three seasons.

Ending her college days, she graduates in December with a bachelor of secondary education in speech and theatre. This half of the semester she is conducting her student teaching at Parkwood High School.

There she has taken over the contest class and debate class and she teaches a speech class. "Nothing can help you cope with the fear," she said. "I was so nervous. There

is so much responsibility. All the teaching theories you have learned go right out of your head. Now, I feel right at home."

Her first coaching assignment was an interpreters theatre. Gary Roney, Parkwood speech and drama teacher, thought it would be a good project for her to direct. After only five days of practice, she and her group of students placed first with "The Insanity of Mary Girard" at Springfield Central speech tournament.

Her speech class is getting ready to start interp theatre. And in debate, Hopkins is allowed to show her experience and expertise. She is working with the students in writing blocks, altering affirmative cases and discussing debate theory.

Her time at Southern helped prepare her for this teaching assignment. "Interpersonal training is a must for any teacher," she said. "I think all teachers should be required to have a minimum of six hours of interpersonal training. It is so necessary to be able to read students' feedback. Students never say what they are thinking."

"My most memorable experience at Southern was my directing for Milton Brietzke, because we actually did something; we didn't

just read about it," she said. "You can talk about it all you want, but until you get the people on stage you don't have any experience. It gave me more confidence. There should be more practical application in most classes."

"I thoroughly enjoyed both departments at Southern [speech and theatre], but I wish the students would integrate more. Both departments have a lot to offer," she said.

Teaching has already left an impact on her. "Teaching in public schools has made me aware of the variety of talents a teacher must have. But the more I teach in high school, the more I want to teach in college. The structure of secondary education doesn't allow for the kind of relationships I want to have with my students," she said.

Her future plans include going to graduate school, though she hasn't narrowed it down to which specific field of communications she is most interested in. She would like to get a few years of teaching experience first.

"I enjoy the freedom of the classes," she said. "Roney suggests and works with me, but I teach the classes. The only thing that bothers me is that I have to miss 'General Hospital.' When you are a student, your time is more flexible."



Greg Holmes Photo

Kelli Hopkins

Business Report

'There is no free lunch,' says SIFE editorialist

By Rhonda Replege

There is no such thing as something for nothing. Wealth cannot be created out of thin air. Only productive efforts can create wealth. Wealth is food, clothing, T.V. sets, automobiles, health care and other products and services desired by individuals. From an economic viewpoint, wealth may also consist of factories and equipment which can be used to produce products and services desired by consumers. Money itself is not wealth. Money is only a medium of exchange used to purchase the things an individual desires. Today, money can be created out of nothing (actually out of paper) via the federal government's printing press. Wealth cannot.

As noted by economist Robert Ringer in *Restoring the American Dream*, there are no magic for-

mulas to make wealth appear. There cannot be more wealth without creating more through productive means. Income to the people of a nation must not exceed their output (what they produce). If it does, the nation experiences what is known as "false prosperity." When output increases, real income (income derived from productive effort) increases. When output decreases, real income decreases no matter how much more money people receive.

Productivity is crucial for a healthy economy. Therefore, government should encourage production rather than consumption. People will automatically consume if the goods they desire are available, and they have the necessary money to make the purchase. Supply itself creates demand. If a good has not yet been

created for the marketplace, there cannot be demand for it. Consumers respond to the supply of goods created by business. They either accept or reject a particular good through their dollar votes in the marketplace.

The redistribution of wealth from productive individuals to non-productive individuals has become a principal governmental activity. This process is carried out through a vast array of social programs. According to Ringer, there are now over 1,000 government programs which redistribute the wealth, as opposed to about 100 in 1960. More than 60 million Americans now receive regular government checks of some kind. Theoretically, a person in this country can qualify to receive money from 13 different agencies at the same time.

Consumption of this kind gives no encouragement to future pro-

duction but only devours products already in existence. No additional demand can be created, until new products are created through productive effort.

One way the government discourages productivity is by placing excessive regulations on productive efforts. Administrative and bureaucratic expenses come from individual taxpayers. The reality of government intervention in the marketplace is that the consumer ultimately bears the cost. Individuals pay for these regulations, not only through the higher taxes necessary to support the bureaucratic agencies that implement them, but also through prices for goods and services. Today there are over 100 agencies on the federal "environmental protection" to "antitrust" enforcement and "consumer protection." The Federal Register, which lists these regula-

tions, contained 3,450 pages of new regulations when it was first printed in 1937; today the number is more than 60,000.

The exact cost to business from government regulations can only be estimated. There are enormous indirect costs that are impossible to calculate. The waste of human life, time and energy, for example, is staggering. The use of potentially productive time and energy to fill out tax forms, environmental protection forms, safety forms, sanitation forms, and equal opportunity forms, to name but a few, has become a way of life for business. Former Secretary of the Treasury William E. Simon states that in 1975 an estimated 130 million man-hours were spent in filling out bureaucratic forms at a cost of at least \$25 billion. Government processing of the paperwork cost taxpayers a minimum of \$15

billion more.

Of course, there is the argument that business should be restricted from passing the increased cost of government regulation on to the consumer. That sounds wonderful as long as you disregard the fact that a company that can't raise prices to cover the higher cost of doing business goes out of business. The result of such a "solution" would be a decrease in productivity. Productive effort is the only real solution to the current situation.

It is argued that when government programs are examined separately, they appear to be a good way to benefit many people. In reality, though, when these numerous programs are put into practice, they end up hurting most of the very people they were designed to help.

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Tariffs and balance of trade are other topics of SIFE columnist

By Howard Poe
Third in a series

Do tariffs keep our wages high?

This is probably the most common argument in defense of tariffs in that they keep our wages in this country from being reduced to the level of wages in the countries from which we import. Most people think it protects us against the competition of lower paid foreign labor.

First of all, we must not lose sight of the real reason why wages in this country are higher than in most other countries. Wages are determined by the productivity of the workers. The workers in this country are highly productive mainly because of the tools with which they work. In countries where there is a limited or small amount of capital, the tools of the workers are limited in numbers. Therefore their productivity is low,

and this results in lower wages.

Remember that the level of living in a country is determined upon the amount of goods and services available for consumption. In addition, when we trade with foreign nations, the total value of goods and services available for consumption is greater after the trade. Thus the level of living has been raised.

Let's take a product which is made entirely by hand labor. Assume that a person in a foreign country is working for a very low wage and makes the product comparable to that produced by an American worker who is making a higher wage. It is quite clear that the foreign product can be sold in this country cheaper than the American product. Does this mean that if we import the foreign product the American worker's wage will be reduced to the level of the foreign worker's wage? Not at all. Remember why the wage of the

American worker is high. It is because of the higher productivity of American labor, which makes it possible for the American worker to get a higher wage in an industrial plant, in an office, in a profession, or in another type of employment.

It is true that, without any tariffs, handmade items from foreign countries might be imported. The American worker of handmade items, unable to produce and sell a comparable product at a competitive price, would have to turn to producing one of many products for which he has a comparative advantage. For example, the American producer could turn to machine production of these items. Every American job that is protected against foreign imports creates higher prices for consumers. If you pay \$100-\$1,000 more for an automobile you will not

be spending that amount on other products. Therefore, you have protected an auto worker's job at the expense of some other worker.

In conclusion, if we did return to free trade, workers and management alike, having become accustomed to production under tariffs, would have to improve their efficiency or find other outlets for their skills. In the long run, everyone would gain from the abolition of tariffs and other forms of trade restrictions.

Fourth in a series

One of the major fallacies throughout the world is a belief that exports are good and imports are bad. Therefore, if we export more than we import, we have a favorable balance of trade and this is thought to be good for our country. However, in a free market there is no such thing as a

favorable or unfavorable balance of trade. There is just balance.

Trade between individuals is the same as between nations except it is on a much smaller scale. Let's suppose you sell a bushel of grain for two dollars. You get two dollars, which you would rather have than the grain; the buyer gets the grain, which he would rather have than the two dollars. It is a perfect balance.

It is true, our exporters may sell goods to an English buyer and get money in exchange. In return, they may spend this money in France or Germany rather than in England, so that the flow of goods is not directly between England and America. However, the same might be true in the trade of grain for dollars. With your two dollars, you will most likely buy something from a third party rather than from the person who bought your grain.

If we are going to export, we must import. It has to be this way. Creating tariffs against our imports is just another way of cutting down our exports. There will still be a balance, however, at a lower level. Actually, tariffs have nothing to do with the balance of trade; they just change the amount of the trade, but the balance is still there. The best level of foreign trade for any nation is the amount which will occur voluntarily when there are no trade barriers. It has to be kept in mind that the term trade as used here refers to all exchanges; the term refers to the economic balance, rather than just the physical balance.

In conclusion, tariffs do not protect our balance of trade. If anything, it hampers our trade because the less we import the less we will be able to export.

SAM still exists, but undergoing reorganization

Society for Advancement of Management is still in existence at Missouri Southern, but is undergoing reorganization.

"SAM is alive and well," said Robert Miller, assistant professor of business administration and sponsor of the club.

SAM is a professional organiza-

tion for anyone with an interest in management, management ideas or management technology. It is open to all majors.

The club recently concluded its membership drive. New members were not recruited; the organization let interested people come to them.

"The group has done an internal

reorganization within the campus chapter," said Miller. "We used to be a social and professional club, but now we are looking for redirection. We feel that the direction will be entirely professional."

Historically, SAM has been very active on campus with speakers, seminars and field trips. Over the last three to five semesters though,

the club became less active socially.

"We are starting to take part in more activities that are professionally oriented," said Miller. "Instead of sponsoring dances and floats, we are now meeting with other professionals and holding more seminars."

Omicron Delta Epsilon honors two members

Omicron Delta Epsilon, international honor society of economics at Missouri Southern, recently honored two of its members for scholastic achievement in the business field.

Julie Caldwell and Terry Wayne Caldwell, both of Joplin, each received a \$50 cash award at the annual Society meeting. The award is based on grade point average in both business and general courses and participation in college ac-

tivities.

Julie Caldwell, a senior accounting major, is the daughter of Mr. and Mrs. James L. Caldwell. She maintains a grade point average of 3.7 and is employed at the college's computer center.

Terry Caldwell is studying marketing and management and computer science and has a grade point average of 3.7. He is the son of Mr. and Mrs. Tom Caldwell of Oscoda, Mich.

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Sports Extra

Lady Lions to meet Evangel in opener

Southern women's basketball will open the season tonight at 5 against Evangel in Springfield. Last year the two teams split their two game meetings with Southern taking the first game 83-60 and falling hard in the second contest 101-70.

Coach Jim Phillips doesn't see this year's game as a repeat of the Lions' last game with Evangel. "I expect it to be a good ball game; they're undefeated this year and didn't lose any games at home last year. I guarantee there won't be any blowouts like last year, though."

Probable starters for tonight's game are Brenda Pitts and Linda Castillon as guards, Lisa Mitchell and JaNelda Dvorak at the forward positions and Pam Brisby at center. Castillon and Mitchell can rotate, however, to add a new dimension to the game without changing players. Nina Bakke is expected to see quite a bit of action against the Crusaders in the sixth man role.

Phillips said, "I would like to start the season a little easier, but if we come out on top, we should have a good picture of what we can do. This will be a good test to see what we're made of real quick."

He said he couldn't stress enough the hard work that his women have put forth to prepare

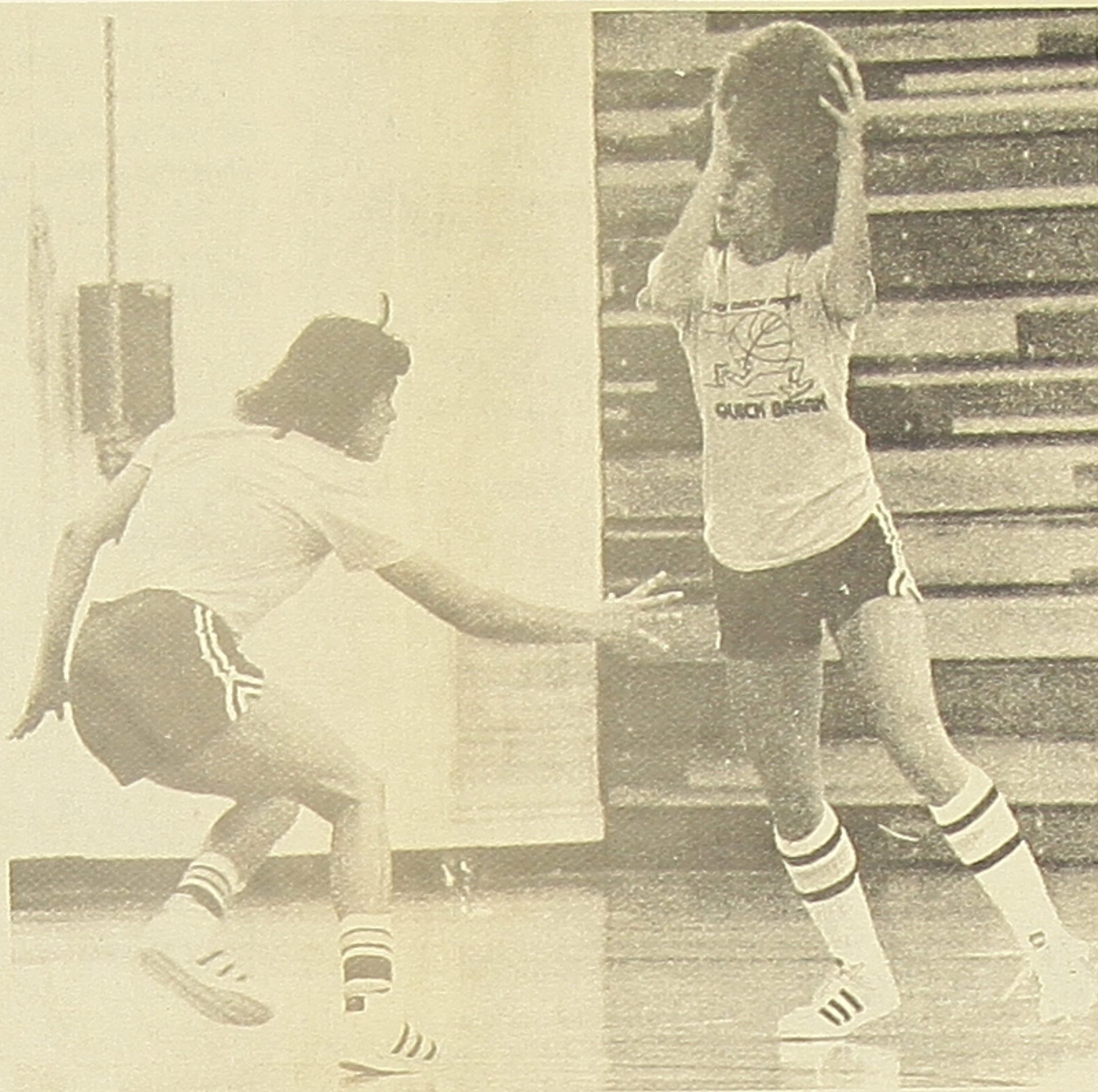
for the season. He feels that "Southern is pretty well balanced talent-wise with the other teams we will face; it will be who wants it the most."

The element of surprise may also aid the Lions in their opening contest after their disappointing 10-19 record last year. According to Phillips, Evangel will be one of the Lady Lions' toughest opponents talent-wise with two junior college transfers and a 6'1" freshman in the lineup.

Saturday the Lady Lions will host their first home game in Robert Ellis Young Gymnasium against Southwest Missouri State. The roundballers fell to SMSU twice last year 71-66 at home and 86-68 in Springfield. The SMSU Bears finished the season 13th nationally in AIAW Division II.

Their strength is in the guard position with Gael Beck and Southern's Kim Castillon's twin sister Cindy. Although it will be a hard fought battle, Phillips feels it may be an easier game because of home court advantage and the fact that the Lady Lions will have a game under their belts.

Southern will host Lincoln University next Tuesday and will compete in a Thanksgiving tournament in Pittsburg in upcoming action.



Theresa Moore (right) and Linda Castillon sharpen skills daily as the Lady Lions prepare to improve last year's record. Season opener is tonight at 5 o'clock against Evangel in Springfield. First home game is against Southwest Missouri State University on Saturday.

Starters preview season

The five basketball players that started for Missouri Southern last night in the season-opening victory over Harris-Stowe all believe the Lions can have a successful campaign. Each spoke about the role he hoped to play during the 1981-82 season.

Percy Brown, the Lions' only returning starter this season, earned all-CSIC and all-District 16 honors last spring. He led the club in scoring (12.2 points per game) and was second in rebounding (6.4 average).

"It will take us a while this year to get adjusted to each other," he said. "We've had a chance to play together in the pre-season. We're in pretty good shape now and have been working hard. It is important that we be mentally ready for each game. We have the potential to win a lot of games."

"I think my role will be to set an example and contribute leadership while playing hard. I think I'll also contribute by picking up the other players when they become discouraged. We are real strong rebounders and can compete with any team."

Ricky Caver, 6-3 forward, will serve as a co-captain with Rod Shurtz. As a junior, Caver was the second leading scorer (10.9 points) and was named all-CSIC honorable mention.

"I was the No. 6 man last year," he said. "We have four returning lettermen that know how to win. We still don't have that cohesiveness that we need, but it will come in a matter of time."

"I see myself as a team leader since I'm a senior. I'll have to contribute a lot in shooting, under the boards and in every aspect of the game."

Sophomore guard Carl Tyler served as the No. 3 guard last season behind Kenn Stoeher and Randy Goughnour. He saw action in 32 games last season and averaged 5.5 points per outing.

"I think my role will be as the team playmaker," he said. "I'll be trying to keep things under control and contributing to team defense by stealing the ball. I don't think we feel any pressure. We should repeat as conference champions, but the schedule will be tough."

Willie "Sweet Pea" Rogers, a transfer from University of Missouri football team, became eligible for last year's second semester. He played in 16 games and averaged 4.9 points.

"I will be contributing mainly with inside shooting and rebounding. Everyone on the team can hit the boards. We've got good outside shooting, but we're small. We make up for it with speed, quickness and great jumping ability."

Southern's fifth starter last night was junior transfer Virgil Parker. The 6-0 point guard averaged 9.5 points and 4.0 assists for State Fair Community College.

"I think my role will be getting the ball inside to the other people. I'll be looking to get the ball under the basket to the open man. On defense, I'll primarily be in the backcourt."

Southern downs Harris-Stowe for '81's first victory

Utilizing an explosive offense, Missouri Southern routed Harris-Stowe 89-56 in the basketball season-opener last night in Young Gymnasium.

Sophomore guard Carl Tyler poured in 14 points to lead the Lions' offensive surge against the out-matched Hornets. Junior guard Greg Blissit came off the bench to add 13 points to the Southern cause.

Ricky Caver and Willie "Sweet Pea" Rogers chipped in with 12 points apiece as everyone on the Lion bench saw action. Virgil Parker, Southern's other starting guard, added eight points.

After a sluggish start, the Lions opened a 22-8 bulge with 9:41 left in the first half on Caver's pair of free throws. Rogers stole the ball a minute later and raced downcourt for a slam dunk, making it 26-10.

Parker's bucket at 7:15 gave the Lions a 20-point bulge, their largest of the half. Southern held a 37-22 margin at intermission.

Southern wasted little time in the second half, moving to a 62-34 lead on Rogers' basket with 12:25 to play. Tyler's two free throws midway through the half made it 68-38.

The Lion reserves entered the contest and increased the bulge. Sophomore forward Randy Kriewall sank a pair of charity tosses with 1:01 left for an 87-54 command. Stan "Slick" Coleman's bucket with 30 seconds remaining ended the scoring for Southern.

Southern claimed the Central States Intercollegiate Conference basketball crown as second place in the NAIA District 16 playoffs last season. The Lions finished 23-10 overall and 12-2 in the CSIC.

Coach Chuck Williams has posted a 73-56 mark in his four years at the Southern helm. The Lions advanced to the NAIA National Tournament in 1978 and ended the season at 27-9. Southern was forced to rebuild its basketball program in 1978-79 and 1979-80.

In a pre-season poll of coaches, the Lions were picked to finish second in the CSIC and third in the district this season. Kearney State was selected ahead of the Lions in the conference while Rockhurst and Drury were 1-2 in the district.

"Considering the fact that we lost four starters," said Williams, "we were rated somewhat complimentary. The teams rated ahead of us have a lot of starters coming back. But it's the end of the year when you want to be on top."

Southern has worked on building a strong defensive foundation in pre-season practices. The Lions have stressed man-to-man defense and have worked at a few zone formations.

"Our goals are centered around competing within ourselves," said Williams. "We want to become the best team we can possibly be. We don't get too hung up on the number of games we win, although 20 is always considered magical."

Although the Lions return only one starter (Brown), the season

outlook is favorable. Williams and assistant coach Ron Ellis hit the recruiting trail and brought in four transfers and four freshmen. Southern also returns three players that saw considerable action last year (Caver, Tyler and Rogers).

"Our new players are beginning to get their feet on the ground and understand their roles," said Williams. "I don't know how we will react to pressure situations, though. The character of our team has yet to be developed."

Kenn Stoeher, who started for the Lions at guard in 1980-81, will assist Williams and Ellis this season. Stoeher is completing work on his education degree this year.

"His experience at knowing what we want done is paying off," said Williams. "He gives us an additional coach. Kenn works well with both our older and younger players."

Southern travels to Evangel Saturday in quest of its second victory. The Crusaders suffered

through a disastrous campaign in 1981, winning only three contests.

"Evangel feels like they can turn their season around in one year," said Williams. "They are putting a lot of stock in two juco recruits — a 6-2 guard and a 6-6 forward."

The Lions open CSIC action Tuesday as they visit Pittsburg State University. The game will be televised by Joplin's KTVJ-TV at 8 p.m. Don Gross will handle the play-by-play.

Southern hosts Tarkio College Saturday, Nov. 28 at 7:30 p.m. The Owls, who haven't faced the Lions for several years, finished with a 17-14 overall mark last year. Coach C.L. Brownsberger believes that this could be Tarkio's best season ever.

The Lions meet John Brown University in Siloam Springs, Ark., on Tuesday, Dec. 1. Southern returns home for the annual Lion-backer Tourney on Dec. 4-5. Northeastern Oklahoma, Benedictine and Arkansas Tech will also compete in the tourney.

Outstanding soccer career award goes to Joe Macken; others honored

Joe Macken, senior from Kansas City, has been voted winner of the Outstanding Career Award by the Lion Soccer Team.

Other award winners for the year are:

Tim Hantak, Jr., St. Louis, Most valuable player—defense.

Chuck Womack, Joplin, most valuable player, offense.

Kelty O'Brien, St. Louis, most valuable player offense.

Bill Stefano, Crystal, Minn., sportsmanship.

Greg Hantak, Jr., St. Louis, most inspirational.

Kelty O'Brien, rookie of the year.

Tri-captains for the year were Joe Macken, Craig Bernheimer, and Mark Ruzicka.

Final official statistics for the 1981 soccer season have been released by the NAIA and once again seem to indicate that

District 16 is among the leaders in several categories.

Statistics also indicate that Missouri Southern plays a number of the top teams in the nation.

Statistical leaders at Southern are Tim Hantak, who ranks 15th in assists with 11 in 16 games. Southern ranks seventh in team scoring offense with 3.94 goals per game.

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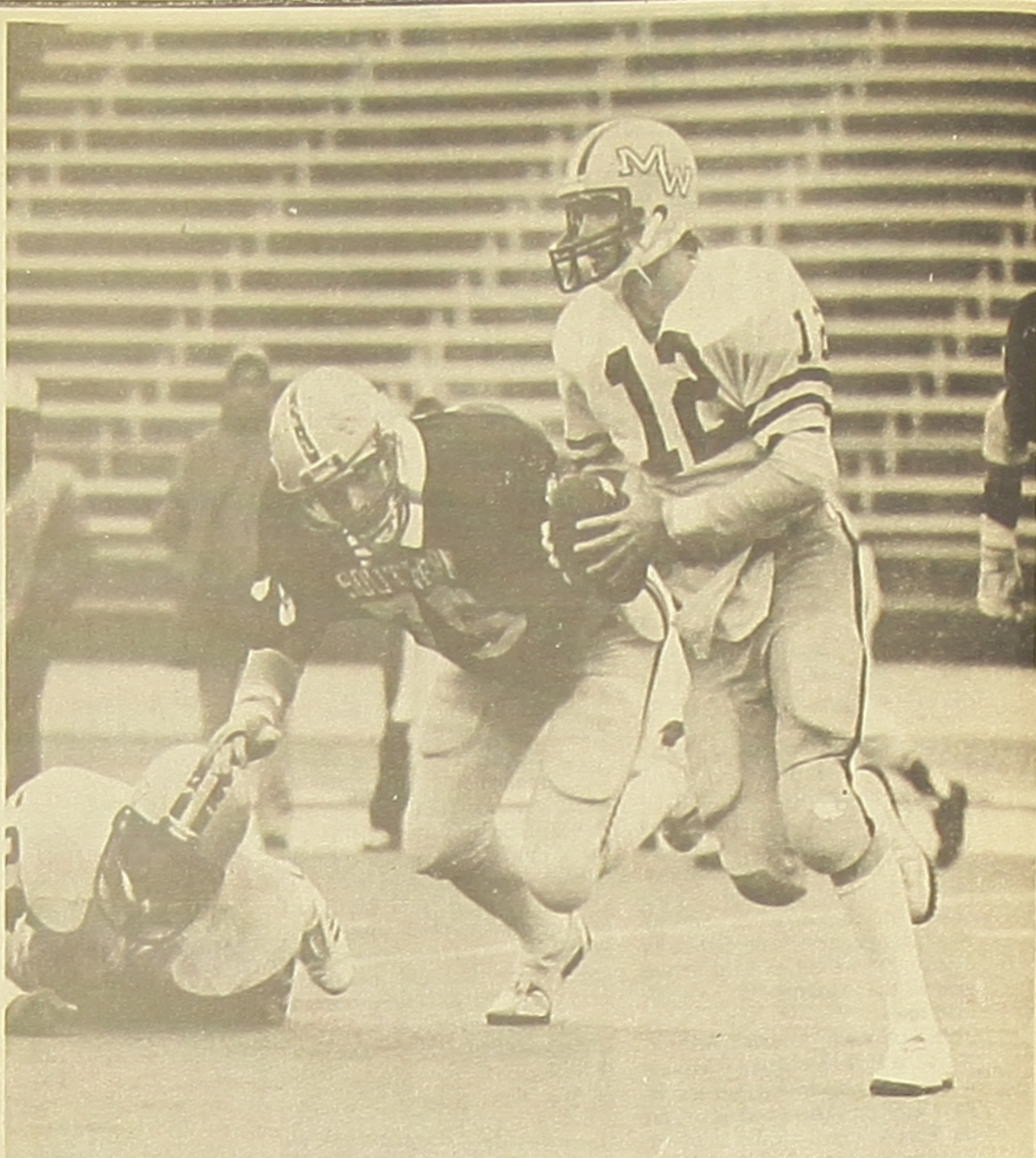
Basketball Schedule

Date	Opponent	Place	Time
Tonight	Evangel	Away	5:00
Nov. 24	Lincoln	Home	
26, 27, 28	Pittsburg Tournament	Away	
Dec. 2	Lincoln	Away	5:30 & 6
Dec. 8	Evangel	Here	7:00
Dec. 11	Southeast Missouri State	Here	7:00
Jan. 8 & 9	School of Ozarks Tourney	Away	
Jan. 12	Rolla	Here	
Jan. 15	Missouri Western State	Here	
Jan. 16	Wayne State	Here	
Jan. 19	Pittsburg	Here	7:00
Jan. 22	Hays	Here	
Jan. 23	Kearney	Here	
Jan. 25	Rolla	Away	7:30
Jan. 29	Emporia	Away	
Jan. 30	Washburn	Away	
Feb. 2	Southwest Missouri State	Here	7:30
Feb. 5	Wayne State	Away	
Feb. 6	Missouri Western State	Away	
Feb. 9	Southwest Baptist College	Away	7:30
Feb. 12	Washburn	Here	
Feb. 13	Emporia State	Here	
Feb. 19	Kearney	Away	
Feb. 20	Hays	Away	



Chad Stebbins Photo

Freshman kicker Terry Dobbs booted 10 field goals for the Lions, including this 52-yarder against Fort Hays.



Chad Stebbins Photo

Senior defensive tackle Kelly Saxton (75) is expected to be named to the all-CSIC first team for his performance this season.



Tailback Tom Laughlin rushed for 546 yards and scored five touchdowns.

Controversial season ends

Although the official NAIA record book will show a 3-7-1 record for Missouri Southern in 1981, the Lions were actually 7-3-1 on-the-field.

The NAIA ruled that Southern used an ineligible player against Evangel College Sept. 19 and ordered the school to forfeit wins over Evangel, Northwest Oklahoma, Washburn and Emporia State. Southern, however, plans to appeal the decision.

If the ruling is overturned, the Lions would have a 5-2 Central States Intercollegiate Conference mark and a second place finish with Missouri Western. If the decision stands, Southern winds up 3-4 in the conference — a fourth place tie with Fort Hays and Washburn.

The 3-7-1 record would be the worst in coach Jim Frazier's 11-year stint at the Lion helm. A 7-3-1 ledger would be the third best in Southern football history.

Southern scored 195 points dur-

ing the season and gave up that same amount. The Lions opened the 1981 campaign with a 38-6 defeat at the hands of Wichita State University, a NCAA Division I school.

Central Missouri State and Southern then battled to a 9-9 tie in Fred Hughes Stadium. The Lions met Evangel the next week and posted a 20-17 on-the-field victory. Southern went on to defeat Northwest Oklahoma (25-12), Washburn (12-0) and Emporia State (21-9).

Pittsburg State handed the Lions their second loss of the season, 35-7. Southern defeated Kearney State for the first time ever (25-22) and then upset nationally ranked Missouri Western 23-8 on Homecoming. The Lions fell to Fort Hays (27-24) on a last second field goal and ended the season with a 23-19 triumph over Wayne State.

Pittsburg State claimed the CSIC championship with a perfect 7-0 record. Kearney State finished

third behind Western with a 4-3 mark. Wayne State (2-5) and Emporia State (1-6) brought up the cellar.

Southern wound up fourth in the league in total offense, averaging 311.5 yards per game. The Lions were fourth in rushing offense (176.3 yards) and sixth in passing (135.2).

Freshman tailback Harold Noifalisse led the conference in rushing with 919 yards on 176 carries, a 5.2 average. Tom Laughlin, who split duty with Noifalisse, finished with 546 yards on 138 attempts (4.0 average). Junior Ron Harris gained 263 yards on 70 rushes.

Junior quarterback Marty Schoenthaler completed 111 of 231 passes for 1,316 yards and seven touchdowns. Senior reserve Kevin Ahlgren completed 13 of 40 tosses for 171 yards. Schoenthaler and Ahlgren combined for 19 interceptions, second most in the CSIC.

Senior wide receiver John Anderson set a new Lion record with 748

yards, breaking Bernie Busken's previous mark of 682 (set in 1973). Anderson's 48 receptions placed him one short of Busken's record 49.

"I thought I did real well this season," said Anderson. "I gained more yardage receiving this year than I did last season. As far as I'm concerned, our record was 7-3-1."

Defensively, the Lions finished fourth in the CSIC, allowing 285.8 yards per outing. Southern was sixth in rushing defense (170.5) and second in passing defense (115.3).

Senior linebacker Stan Gardner led the team in tackles with 114. "We could have been 10-1 or 9-2 with a few breaks," he said. "We came close to having a great season. Overall, I thought I played all right this year."

Southern now returns to the drawing board and will evaluate its football program. Players will start conditioning drills next semester.

Lions dump Wildcats, booted by Hays

Missouri Southern closed out its controversial 1981 football campaign last Saturday with a 23-19 victory over Wayne State.

The Lions grabbed a 23-7 edge late in the third quarter when sophomore return specialist Steve Sater took a Wayne State punt and dashed 66 yards for a touchdown. Sater finished the season with 628 return yards on 40 attempts and two scores.

Southern coach Jim Frazier emptied his bench in the fourth

quarter, allowing the Wildcats to rally. Mark Bock's pass interception with 1:44 to play ended the final Wayne State threat.

Freshman tailbacks Tom Laughlin and Harold Noifalisse combined for 201 yards rushing to lead the Lions' offensive surge. Noifalisse scored two touchdowns to boost his season total to 12.

Senior receiver John Anderson pulled in six Marty Schoenthaler passes for 102 yards. Schoenthaler completed completed one other

pass for 18 yards during the contest.

Safety Glen Baker intercepted two Wildcats passes, giving him five thefts for the season. John Lindsay also picked off an aerial for the Lions. Mike Petet, who had eight solo tackles and three quarterback sacks, turned in one of his best performances. Petet scored a safety in the third quarter, tackling quarterback Kelly Neustrom in the end zone.

Two weeks ago, Southern drop-

ped a 27-24 decision to Fort Hays State. Howard Putter drilled a 26-yard field goal with three seconds remaining to give the Tigers the win.

The Lions dug their own grave during the contest with seven turnovers. Schoenthaler had four passes intercepted, raising his season total to 14. Defensive backs Ron Johnson and Kirk Maska returned two of the thefts for touchdowns.

Loss dooms Lady Lions

By Judie Burkhalter

Missouri Southern's volleyball season came to an abrupt halt in the NAIA District 16 playoffs Nov. 7. The Lady Lions reached the semifinals where they fell to William Woods College 19-17, 14-16 and 13-15.

Southern, 23-18-5 overall, failed to score repeatedly on match point against William Woods. The Lady Lions were plagued throughout the season by that problem. Southern had reached the semifinals with victories over Avila and School of the Ozarks.

"Despite the disappointing weekend, I was quite proud of the overall season," said coach Pat Lipira. "With such a young team, we have great things to look forward to."

Southern finished third in the Central States Intercollegiate Conference with an 8-6 mark. The Lady Lions will lose only one senior — Teresa Guthrie — and have a

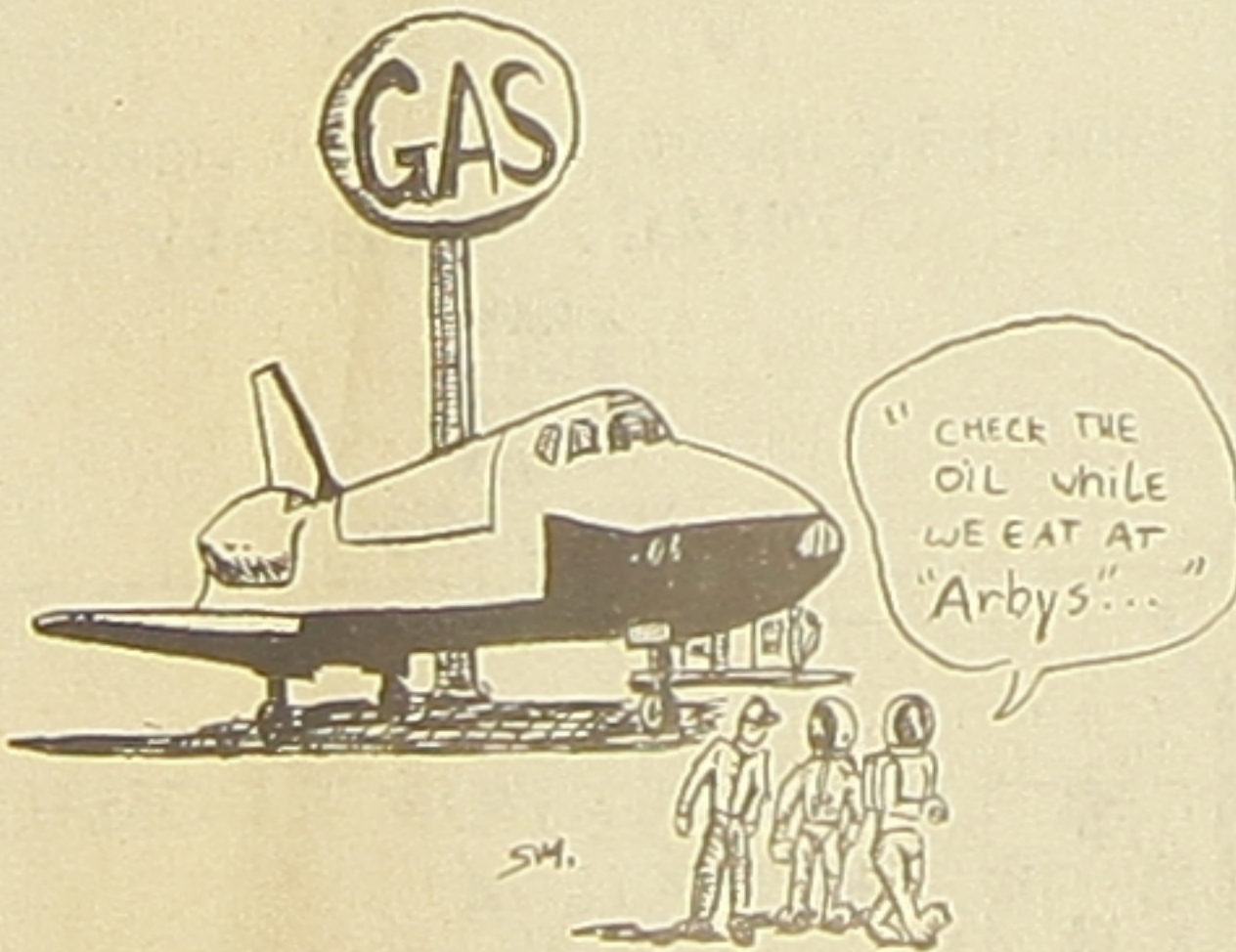
strong nucleus returning.

"Teresa will be hard to replace," said sophomore Joanna Swearingin, "but if everyone comes back with an optimistic attitude we should be the No. 1 team." Swearingin was named to the CSIC second team while Guthrie was a first team selection.

Freshman Lisa Cunningham earned honorable mentions honors in the conference. Swearingin and Cunningham were also all-district choices.

Guthrie was satisfied with her final season and said, "it was my happiest and most successful season in college. Overall, we did good, but we could have done better in the district playoffs. Everyone knows that."

She led the team with a 95 service percentage, in dink points with 60, a .5 per game average, and in block points with 127. Swearingin paced the Lady Lions with 522 assists and 1205 total points.



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